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THE CARE
OF THE CHILD
MRS BURTON CHANCE

THE FAMILY BOOKS

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THE CARE OF THE CHILD

BY

MRS. BURTON CHANCE



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The Care of the Child

“The mother’s province lies not in the use of drugs, but in a knowledge of the conditions of health, and how they may be preserved by intelligent care and judicious feeding. She must be guided by her judgment, not her impulse, and in all her training she should have some well-defined policy; since a medium policy, well executed, is better than the best of theories not carried out.”

L. Emmett Holt, M.D.

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PREFACE

This book is not intended in any way to take the place of medical advice, nor does it presume to give suggestions upon any more vital questions than those pertaining to the practical care of the normal child. It is designed with the hope that it may help the average mother to solve her daily problems. It is particularly designed for mothers who have not a physician near by to turn to in the little perplexities of nursery life.

I am convinced that many of the deaths yearly among infants occur primarily because the mothers do not know what to do *in little things*. In the life of a child it is the little things that count.

There is nothing suggested in this book that has not been fully proved practicable and helpful, by the careful weighing of facts and results gained, for the most part, through personal experience.

I wish to take this opportunity of thanking the editors of "The American Home

Monthly," "The New Idea Magazine," "Vogue," "The Designer" and "The Philadelphia Press" for their courteous permission to use in this book a few thoughts which appeared in article form in their pages. The frontispiece also is used by permission of "The Philadelphia Press."

THE CARE OF THE CHILD

CHAPTER I

PREPARING FOR THE BABY

In preparing for the new baby, it must be remembered that there are, besides those practical things essential to the child's health and comfort, a vast number of unnecessary objects, attractive in themselves, yet contributing in no way to his definite growth or development. The choice of these, the great army of non-essentials, may be left to the individual taste of every mother, for in the end they count for very little. The essentials *do* count, however, and the young mother should understand fully and intelligently what *are* the essential needs of her child, and do all in her power to supply them. At this time we will concern ourselves only with the essentials, and try to outline them in a practical way, so that they may be easily

carried out. If forethought and intelligence are used in preparing for the elementary, yet well defined needs of the new born child, the simplest surroundings will provide him with all that is necessary for the perfect unfolding of that mysterious and wonderful gift of individual life, which he possesses even from the moment that he draws his first breath and sees light.

The baby's first wants

Immediately upon the arrival of the new baby he will want three things—a bath, clothes, a place to sleep. A basket should be prepared for his advent, in which are placed all the articles necessary for his first bath. This basket may be very simple, but there are certain things it must contain, and it should be near at hand and complete many days before there is any likelihood of its being used. He will need clothes—these also must be in waiting, for there will be little time to shop once he has taken up his autocratic abode in his new home. He must have his own place to sleep, for it is dangerous and unhealthy for him to share the bed of his mother, or of any older member of the family. His own bed is the baby's first right.

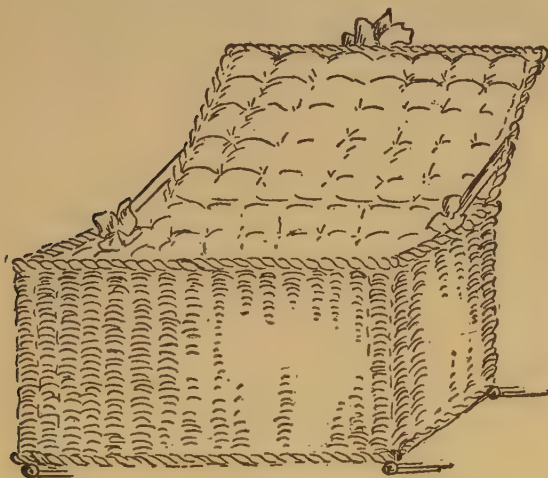
The basket

The baby's basket should contain the following articles:

A large box of talcum powder.

A large jar of white vaseline.

A small flask of olive oil.



The Baby's Basket

A cake of pure castile soap.

Safety pins — of three different sizes.

A box of absorbent cotton.

A bottle of boric acid solution, 10 grains to the ounce.

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One yard of white flannel for the baby's bands.

A bath thermometer.

A pair of sharp blunt-pointed scissors.

A skein of heavy white silk.

A soft baby hair brush.

Large squares of soft old linen to serve as towels.

Small squares of old linen for wash cloths.

A square of soft old flannel to receive the new baby in.

A bath blanket for the nurse's use.

A complete set of the first clothes the baby is to wear, and a soft knit blanket in which to wrap him.

These articles need very little explanation, and they will every one be used by whoever gives the baby his first bath. If it has been impossible to secure old linen, the best quality of cheese cloth neatly hemmed makes towels that are both soft and easily dried. The absorbent cotton, instead of a sponge, soaked in boric acid solution, is used for the baby's eyes and mouth. The oil is to give his skin the thorough cleansing it requires at his first bath, and the flannel bands will be used until the dressings about the cord are removed. After that his woolen bands will be substituted.

The baby's clothes

- 8 (or 12) slips, or simple dresses.
- 4 flannel night pettiocats.
- 4 flannel day petticoats.
- 4 flannel or soft nainsook nightgowns.
- 4 silk and wool shirts — long sleeves and high neck, 2nd size.
- 4 bands of the same quality, also 2nd size.
- 6 pairs of knitted socks.
- 4 dozen napkins.
- 3 blankets, knitted (not crocheted).
- 2 white flannel coats.
- 2 white caps, very plain.
- 2 hand-knit sacks.

A few of these items may need a word of explanation. The slips, or simple dresses, must not be made too long, nor must the material be starched. They should be of a soft English nainsook, and made with as little trimming as possible. No best dresses or white petticoats are mentioned, for these are not among the essentials, and except on gala occasions few babies wear anything more elaborate than the slip and flannel petticoat during the first few months of their lives. The night and day petticoats may be of different grades of flannel, but they should both be made on little muslin

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waists buttoned in the back, with large roomy armholes and drawing strings about the necks. In choosing the nightgowns the mother must be guided by climate and season. For winter, flannel or outing-flannel nightgowns are appropriate, made very long and with a drawing string at the end, to inclose the baby's feet, in case he becomes uncovered during his sleep, and for summer they should be made of a light muslin or soft English nainsook, open at the end.

In the matter of her baby's underwear the mother cannot afford to economize. Whatever else she may do without, the little shirts and bands must be of the right shape and texture. These will be one of the most expensive items she will have to meet, but with careful washing, and if they are bought large in the first instance, they will last a long time. The best mixture is silk and wool, or if this is too expensive, cotton and wool. The cotton shirt, sold on so many bargain counters, and which by its apparent weight is most deceitful, is a source of danger to the child's health. It is dangerous because cotton holds the perspiration for a long time, and thus acts as a cold poultice upon the child's most sensitive parts, his lungs, stomach and liver. Wool, on

the other hand, permits instant evaporation of moisture and allows the surface of the skin to be kept warm and dry. Until the baby is three years old his shirts should have some wool in them, even in summer.

Many trained nurses nowadays do not advise socks for infants, and instead allow the feet to remain uncovered. This is an experiment rather unwise to make, for an infant's feet are far better incased in wool. Socks should be used, and it is necessary to have six pairs. They should be hand-knit if possible, for the machine woven garments wear very badly and are not well shaped. This also may be said of the sacks and blankets. Nowhere does handwork for the baby show to a better advantage than in these necessary knitted garments. Nothing bought ready made can ever take their place.

It may sound extravagant in some ears to say that the baby requires 4 dozen napkins. But a few weeks of experience in the daily needs of her child will soon show the young mother that she has bought none too many. One of the first rules she must set for herself is that of attending to his wants instantly, no matter what other duties she may have on hand. He must be changed as often in the

day or night as he requires it, and the soiled napkins must not, until they are washed, be used again. They must be placed in a covered receptacle at once, and washed as soon as possible. There is nothing worse for a child than to be left in wet bandages — for not only are they cold and uncomfortable, but they are also irritating to his skin, causing the most painful excoriations upon his tender little body. Old nurses will tell you that a child never takes cold “in his own wet” — this has, in too many unfortunate instances, been proved only a superstition. Carelessness about changing an infant is a frequent cause of colic, restlessness at night, and digestive disturbances. The napkins may be of squares of old linen, of cotton bird’s eye, or of a cheap cotton flannel. They should be of two sizes — the first 2 dozen 18 inches and the remainder 28 or 30 inches square. The cotton bird’s eye napkins come already hemmed and done up in sanitary packages prepared for instant use.

The coats for the new baby should be of a flannel that will wash, plainly made, and unlined. If the climate warrants it, a little separate quilted lining of lamb’s wool may be added — this garment is indispensable in cold weather, for it can be worn under all his coats,

thus enabling the coats themselves to be of a material that will be presentable after many washings.

His caps should be warm and soft, without ribbon bows which press against his cheek or ear; they should have narrow strings that will tie easily and not destroy the pleasure of his first outings. In choosing the baby's clothes remember the value of good material and absolute simplicity — a combination which never fails to give the best results.

The baby's bed

Although the one time prejudice against the cradle has been somewhat removed of late, it is best to choose for the baby a bed that does not rock. A small white enamel crib is both convenient and practical, for the baby will not outgrow it with the rapidity with which he is sure to leave his cradle. If an iron or brass crib is chosen, a piece of quilting should be made to surround its bars. This protects the child's body from draughts, and when he begins to investigate his surroundings, also protects him from many cruel knocks upon his little head.

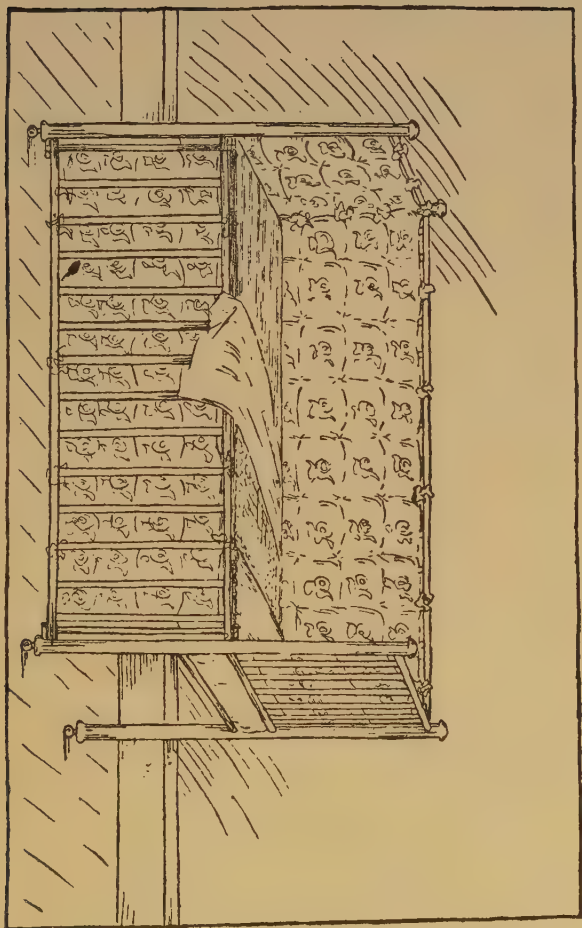
The mattress for the crib should be either of cotton or of hair. Hair is more expensive

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and wears better than cotton, but is not quite so soft at first. If the mattress seems hard to the touch when it is new, a small quilt of several folds of cotton laid between unbleached muslin can be easily made and used until the baby grows vigorous enough to profit by a hard bed. Little muslin sheets are needed, bought to fit the crib, and a pair of blankets as well. The blankets should be always covered with a plain English dimity spread; if protected in this way they will remain clean for many months.

To make the bed

In making the baby's bed see that a square of rubber is laid first upon the mattress to protect it and keep it dry. Upon the first sheet, pin a quilted cotton pad directly in the center of the bed, and lay the baby always upon it. Several pads should be in daily use in the nursery, for besides being easy to wash, they save the sheets and the mattress and keep the bed always sweet and clean. These pads may be bought ready made at any of the department stores. They should be the width of the crib and $\frac{3}{4}$ of a yard long. If any pillow is used it should be a hair pillow, as thin as it can be made. Down is heating to the head, and is best eliminated, unless used



The Crib, with Quilted Lining

for warmth when the child is out in his coach. Many nurses now advocate no pillow for the infant, arguing that he sleeps better and has a more beautifully formed body when trained from infancy to sleep upon the mattress alone. A small hair pillow, however, does no harm to the child, and certainly *looks* more comfortable to the mother's apprehensive eye! The upper sheet should not be used until the child is several months old. Warmth, the urgent need of the infant, is more readily acquired when he is carefully covered by the blanket alone. A crib, furnished in the manner just described, will do without change for the child until he is five or six years old, and is the best investment a mother can make. The tiny baskets and cradles which are so alluring at first sight, are very costly and soon outgrown. They may decidedly be placed among the non-essentials.

Value of precision

As soon as the young mother assumes full charge of her baby, she meets one great difficulty. If she is to succeed in her management of his life, she must guide it with absolute precision. This is too often where she stumbles. Lack of precision in the mother

is responsible for most of the failures we see — sad failures where the baby has suffered morally and physically, and where the mother has grown so nervous and irritable, that neither achieves the goal of normal growth and healthful development. It requires brain and intelligence to be a good mother — with a good mother a child can do without many things and never know that he has missed them. Without a good mother the finest character will suffer. It is in the power of every woman, no matter how weary or preoccupied she may be, to learn how to be a good mother. If she has not received such knowledge as a blessed legacy from her own mother, she may acquire it.

The value of habit

On the first day that she is left alone with her baby, the mother must realize that she can do nothing unless she accepts into her life the law of habit. She must do what has to be done for her child regularly. She must not vary so much as a minute the hours of his feeding, his bath, his nap. Only by taking this great ally into her home is it possible for her to solve the problems she must meet in her daily life. She must have

regularity or she will surely fail. This is for two reasons. Because the child is a creature of habit, willing to be taught, quick to master his little routine; and because by this easy method she instills in infancy the first germs of the wonderful power of self-control. Self-control can be taught in infancy and be used by a child. Without it there are sure to come all the various miseries that follow lawless and capricious government.

To this rule of habit the mother also must bend. There must be a place for everything. The child must be surrounded by cleanliness and order. For mental as well as for physical reasons it is important that an atmosphere of security and quiet surround the child. In infancy he is almost plant-like, and he must be allowed to unfold in perfect quiet, without any agitation or nervous excitement.

The natural desire of the young mother is to "show off" her new acquisition; this very showing off has ruined many babies, for the mind and body of a new-born child are too delicate to endure the slightest strain. If they are called upon to bear this strain, the result is that the child soon becomes nervous, irritable and often ill. The brain grows as much during the first year as during all the rest of

life, which is the reason for emphasizing this need of quiet and protection. A child showing any marked nervousness should see very few people, and live the most retired kind of life.

A few questions that may trouble the young mother

(1) How often should a child be weighed, and how much should he gain in each interval?

The new-born child should be weighed every week for the first six months of his life, and every two weeks for the remainder of the first year. During the child's second year it is wise to weigh him about every two months. It well repays the mother to keep a record of this kind, for a steady gain in weight is one of the surest proofs that the child is thriving, and if a sudden unaccountable loss occurs, she is aware of the fact at once, and a physician may be consulted without losing any time.

After the first week, when there is usually a slight loss, the normal child should gain from four to eight ounces a week to the sixth month. After that the gain is less — usually from two to four ounces a week. Although it is somewhat alarming when a child does not gain regularly, it is not necessarily a serious sign. It is always better for the mother to

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know, however, for if the child's weight continues stationary, or if he begins to lose, she should take the matter at once to her physician. There is no more reassuring sign that a child is doing well than the steady increase of weight. This can only be determined to the full satisfaction of both mother and doctor by regular trials with good scales at certain given intervals.

(2) What is the proper temperature of the baby's room?

Whenever it is possible, the baby should not sleep in the same room in which his days are spent. If he must do so, the room should be aired for a full hour before bed time, and again in the early morning. The temperature during the day should be kept as regular as possible.

Overheating is far more dangerous to the child than living in a cold atmosphere. The safest way is to keep a reliable thermometer on hand, and see that the temperature of the room is kept strictly regulated by it. It should never be allowed to go above 70° ; 64° to 68° F. is the proper degree of heat.

(3) How soon may the new-born child be taken out of doors?

In the summer it is safe to give the baby his first airing after he is one week old. In the spring or fall in one month. If it is winter when the child is born, he may begin to take the air for a few minutes fully dressed in a room when he is a month old, but he must not go out in the extreme cold until he is three months old, unless by the order of his physician.

(4) What is the best time of day for the baby to go out?

In winter, or in cool weather, between 11 and 3 are the hours when it is safest for him to take his airing. In summer almost any time, provided it is not after sunset.

(5) How shall the mother know when it is unwise to send her baby out?

First by consulting the thermometer. If it is below 70 F. a child under 8 weeks should not go out. High winds, melting snow, or any marked indisposition in the child, are all reasons for keeping him indoors.

(6) How much is it normal and reasonable for an infant to cry?

Dr. Holt, in a valuable book on the care of children, states that for a baby to cry from

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15 to 30 minutes daily is not too much. The mother need not be alarmed if her baby cries lustily several times a day. But her ear must grow acute to the different inflections in his cry, and she must try to trace them to their source, and learn when the cry is normal — one might almost say useful — and when it is the direct result of pain, discomfort, and distress.

The cry of the healthy infant is strong, loud and vigorous. It is a valuable exercise to him, for by its means his lungs are expanded and helped to grow. It would be an alarming sign in a baby should he never cry.

(7) How is the mother to tell if the cry is the result of pain?

The cry that results from pain, although it may be sharp and loud at first, is seldom strong. It is more often a moan, and if the pain is serious, it soon becomes a weak, continuous, pitiful lamentation. When this cry is once heard by the mother, she will never again confound it with the lusty cry of a robust sturdy child who is temporarily angry or disturbed.

(8) Should the child be taken up when he cries?

The mother should investigate the cause of the cry, and if he is not hungry, nor in need of attention, nor uncomfortably placed in his crib, she should not take him up. If she weakens, and lifts him in her arms when there is no reason for doing so, he will soon form the habit of attracting her attention many times daily in the same imperious way. Above all else, she must never feed him when he cries if it is between hours, even if his last meal has not been entirely consumed. If he seems to be hungry, a greater amount must be given at the next feeding, which, in cases of emergency, may be advanced fifteen minutes or so.

An old family physician once said to a young mother, "Never take the baby up, and never give him anything *when he cries*. Distract his attention and wait for a moment or so until his crying ceases; so that the granting of his desire, or the taking of him out of his crib, may not become connected in his mind with his cry." This is a wise suggestion, and good for the mother to follow. It is a little thing, but brings helpful results.

(9) What should the temperature of the bath be?

In the first few weeks of the baby's life, the

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temperature of his bath should be 100° F. Later, until he is six months old, 98° F. During his first year 95° , and during his second year from 85° to 90° .

(10) What is the best hour to bathe the baby?

In planning the regimen of the new baby, it is best to arrange to give him his daily bath about 9.30 or 10 o'clock — or just before the long morning sleep he should be trained to take from early infancy. The hour will have to be fixed to come between, or just before, the hours of his feedings. At bed time, the average baby is cross and tired, and it is not the best time to bathe him; for the crying spell, or failure to react promptly which might occur if he was physically exhausted, would interfere with his sleep and break up his whole night's rest. A quick sponging off is best at this hour, and the tub bath with all its minutiae is endured by him more heroically when he is fresh and well rested, in the early morning. He need not be dressed at all in the morning until after his bath. This reduces the number of his wearisome handlings — hard indeed for him to bear with good temper, for he has a natural aversion to soap, water and clothes!

(11) How should the child be held while he is being dressed?

Nothing but experience can teach the young mother how to be really expert in dressing and undressing her baby. There are a few rules, however, to help her gain this experience quickly. Never attempt to dress an infant in a sitting posture. He must lie out upon your lap and you must slip the clothes up over his feet — never pull them over his head. The clothes may be previously arranged one garment within the other, to make this easier. Turn him as seldom as possible, twice is really quite enough, and handle his arms with the greatest care, never forcing them or bending them back. Have the armholes of his garments very large and his flannels roomy to make his dressing easier.

(12) What is the proper way to care for the baby's napkins?

Nothing shows the incompetent mother more effectively than does carelessness in the great matter of providing for the details of her baby's toilette. There are some nurseries in which napkins are drying at all hours of the day and night; some bath tubs in which you are sure to see the wash for the baby always in process of

being done. The proper way to care for the soiled napkins, is to have a covered galvanized bucket near at hand (not in the nursery) into which they may be placed as soon as they are removed. Here they may soak in plain water until a convenient time comes to wash them out. They must be boiled for at least ten minutes, and washed in hot suds. They need not be ironed, but must be shaken out and aired for fully 12 hours before being used again, as nothing is more dangerous to a child than a damp napkin. No blue, starch or strong soap must be used. A poor soap imperfectly rinsed out of the napkins often causes extreme irritation to the tender skin of an infant.

(13) How much air is it safe to have in the nursery?

The nursery must be well ventilated. All physicians agree as to the importance of this, and it is always safe to have air in the nursery if draught is guarded against. But how do this if the room is small, and the baby constantly in it? One good way is to insert a board at the lower sash — this gives a space for ventilation between the upper and the lower sash, and cannot possibly make a draught. At night the window ought always to be open, but

a screen should be placed around it to preclude any possibility of the cold air reaching the baby while he sleeps. An open fire place is one of the best ventilators, and it is ideal when the baby's sleeping room happens to be provided with one.

(14) How much should the child sleep, and should he sleep out of doors?

For some time after birth the normal infant spends most of his time in sleep. Fully 18 hours of the 24 are spent by the healthy baby in profound sleep. Any marked diminution in the hours of sleep points to disease — the long peaceful sleep of the well child is one of the strongest proofs of his health. The mother need never grow anxious about her child's lengthy slumbers if he is otherwise in good condition.

The child's nap may be taken out of doors, in a sheltered place, when the weather is mild. In winter it should only be done at the suggestion of the physician, as it is not always advisable, though if the proper precautions are taken it may be of great benefit, particularly to a weak child.

The coach or crib should be covered with netting in summer as a protection against insects.

The eyes of the new born

Many infants lose their sight soon after they are born, because of disease which has been transmitted to them from their mother during the process of birth, or from other outside causes. Some physicians advise placing in each of the new-born baby's eyes a single drop of a one-per-cent solution of Nitrate of Silver. The physician always attends to this important matter himself. Should no physician be present, it is a safe precaution to make one application of the Nitrate of Silver directly after birth. This must never be done, however, by a careless or inexperienced person.

Vaccination

It is the imperative duty of parents to see that their baby is vaccinated. This should be done as soon as the child begins to gain regularly in weight—in the first six or eight weeks of his life. If the first attempt is unsuccessful, at least three other trials should be made; and if they all fail, he should be vaccinated again at the end of a year. It is usually found more convenient to vaccinate a child upon the leg, unless he is walking, in which case it is sometimes hard to keep him

quiet during the worst stages of the sore. The arm, near the shoulder, may be substituted if thought best by the physician or the mother. If there is an epidemic of small-pox every one in the household should be vaccinated at once. If no small-pox "scare" occurs, a vaccination in infancy, another at twelve, and one more at twenty is all the protection required.

The only treatment necessary when the vaccine "takes," is cleanliness and protection. The clothes must not rub against the sore, which it is best to cover with a vaccine shield. As soon as the sore begins to discharge, it should be dusted with boric acid several times daily. It must be protected until entirely healed, or it may cause a great deal of trouble. The only danger in vaccination (a danger much exaggerated by ignorant people) occurs when the sore becomes infected through carelessness and dirt. When the sore is properly and intelligently cared for, it is practically safe to say that there is no danger in vaccination. Every mother should realize that a successful vaccination in her child precludes him from the possibility of taking the dreadful and often fatal disease of small-pox. He may even be in bed with a small-pox patient and not become infected.

CHAPTER II

THE VALUE OF HEALTH

There is one priceless blessing that the mother usually has in her own hands to bestow upon her child. It is the blessing of health. When the child is not born handicapped by a weak constitution, he has little to fear from the ailments that beset his infancy, unless his natural defenses are weakened by the foolishness or the ignorance of his mother. This is particularly so, if she is willing and able to nurse him. Physicians agree that for a mother to nurse her baby is the surest way for her to gain his permanent health.

The baby's food

There is no food, however carefully prepared, that can take the place of that ordained by nature for the new-born child. Unless ordered to do so by a competent physician, nothing should influence the mother to wean her baby until he is at least eight months old. In many cases it is advisable to continue the

nursing for one year or even for fourteen months.

Importance of nursing the child

Why is so much stress laid upon the importance of nursing?

Because investigation of the high rate of infant mortality shows that the largest percentage of deaths occur among bottle-fed babies. A certain resisting power is always found in breast-fed children. This strength — this mysterious resisting power, is one of the child's most valuable assets, and follows him all through the years of his early life. In the heat of summer, and in serious illnesses, many babies owe their lives to the fact that they are nursed by their mothers. An ill child who is thus sustained can live for months, through hardships that would end in death were the added tax of artificial food to be laid upon his system.

The formation of adenoids and other obstructions of the throat and nose are much increased by bottle-feeding. Enlarged tonsils are also more likely to be found among bottle-fed babies. This is explained by the fact that the manner in which an infant sucks from a bottle is entirely different from the way in

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which nature ordains that he shall obtain his food. In other words different muscles are employed, and bottle-feeding is difficult and exhausting to the throat of the new-born child.

In the majority of cases, with the advice and aid of the physician, it is possible for the mother to nurse her baby entirely for the first few months of his life, and even for the entire time without any artificial food whatever. If she is able to do this it is of the greatest advantage to her child. By it he is practically insured a happy, peaceful infancy, and, should illness overtake him, the greatest amelioration possible for his distress. The woman who can nurse her child and will not do so is no true mother.

The daily regimen of the child should be carefully planned by the mother, if possible under the supervision of her physician. When once planned to her own contentment and the baby's comfort, it should be written out clearly and pinned upon the nursery wall, to be adhered to with the strictest regularity, until found in some way wanting or unsatisfactory. Here is the daily regimen for the average child at three different stages of his infancy, for the benefit of those mothers who have not a physician at hand to consult

First to sixth week

First feeding at 5 a. m.

Second feeding at 7.

Bath at 8.30.

Third feeding at 9.

Sleep.

Fourth feeding at 11.

Out at 12.

Fifth feeding at 1.

Out at 2.30.

Sixth feeding at 3.

Seventh feeding at 5.

Prepared for bed at 6.30.

Eighth feeding at 7.

Ninth feeding at 9.

Between 9 p. m. and 5 in the morning, two nursings only are permitted, and they should be arranged so as not to be nearer together than two hours.

In bad weather the infant should sleep during the hours set aside for his outing. As he grows older he may take exercise in the house, on such days as are unsuitable for him to be taken out by playing on a spread upon the floor or bed. It should be remembered that a child of two months is often strong enough to move about and perhaps fall off a bed.

Six weeks to four months

First feeding at 7 or when he first awakens.

Bath at 9.

Second feeding at 9.30.

Sleep till 12.

Third feeding at 12.

Out till 2.30.

Fourth feeding at 2.30.

Out at 3.

Fifth feeding at 5.

Prepared for bed at 7.

Sixth feeding at 7.30.

Sleep.

Seventh feeding at 10. One night nursing is permitted between 10 and 7.

Fourth to twelfth month

First feeding at 7, or when he first awakens.

Bath at 9.30.

Second feeding at 10.

Sleep till 1.

Third feeding at 1.

Out till 3.30.

Fourth feeding at 4.

Prepared for bed at 6.30.

Fifth feeding at 7.

Sleep.

Sixth feeding at 10. No night nursing is permitted after the baby is four months old.

After the first four months of his life the baby should not be fed at all between 10 at night and 7 in the morning. This allows the mother nine hours of sleep, which she needs, if only in order to have a supply of milk for her child during the remaining fifteen hours. In some cases, however, physicians order that the night feeding shall be given up, thus training him as early as his second month to go from 10 until 6 without nourishment. Dr. Starr advises this plan, and it seems wisest, though not always practicable, to train the child from the very beginning not to expect any regular feeding at night. For even if so indulged during infancy, he must soon be broken of the habit, as food after 10 or 10.30 should never be given to a child over four months of age.

A baby's cry

It is one of the most difficult things to convince the young mother that when her baby wakes up at night and cries, or cries in fact at any hour, the cry is not necessarily a "hungry cry." Indeed it is seldom a hungry

cry, for the majority of babies cry from over-feeding rather than from hunger. To feed the child out of hours, or whenever he cries, is one of the greatest mistakes a mother can make. A drink of cool water may be given twice a day — indeed *must* be given — and is most necessary as well as soothing. A little hot water from a small bottle is often of the greatest comfort to the child, and may be offered several times a day, for the water stimulates the action of the kidneys, and cannot possibly do the child the slightest harm. The desire to suck, in an infant, is not by any means always indicative of hunger. It shows restlessness or a little pain, and is usually instantly quieted by a drink of warm water.

Plan versus caprice

It is well to have a plan in the bringing up of the child — a system, an ideal. Rocks and shoals surround capricious government. The child should be brought up according to a well defined and reasonable plan of government, thought out by the mother in her quiet moments, and adhered to even at great personal inconvenience, for intelligent system is the secret of growth. Regularity of life, the sense that he is under wise control, and not a toy

or plaything, soon bring results in the life of the child, and he responds to his daily routine by happy obedience and lusty growth.

The child's daily regimen should be planned with one great end in view — the end of helping him to acquire perfect health. Health is the most desirable of all qualities, for it affects his temper, his face, his power as a child and his usefulness as a grown man. To fit him to meet life by providing him with a robust physique should be the underlying thought in all the mother's efforts. How is this health to be obtained? Principally through unfailing obedience to rule.

There are three great avenues by which harm is most likely to reach the growing child. These avenues are his nervous system, his stomach and his intelligence. To effectually close each one of them against harmful influence should be the mother's aim, while trying to plan for her child a daily regimen of life. To keep him from disease until he has gained a strong and perfect body necessitates loving watch at every possible portal of harm — if the mother is successful in this, her baby will unfold as naturally as a little plant, in careless health and normal glowing beauty. To do this requires no small amount of intelligence. She

must watch herself as carefully as she watches others — for harm comes often to him through herself, and even through her very love.

Rest and quiet

The average mother, despite her earnest care, sins many times against her child — and particularly against his delicate and easily overwrought nervous system. The mother, often nervous herself, has little patience at her disposal. Her own temperament is hasty and frequently uncontrolled. She very soon aggravates the same budding tendencies in her baby. Controversies and high voiced scoldings follow. Yet there are many ways in which the child's nervous system can be protected by the mother if she will but study them. First of all, the child from babyhood should be corrected, not scolded. He should have a quiet place in the house that is his own, and his sleep should be regular and undisturbed. He should never be taken out after dark, nor on shopping tours. This requires self-denial on the mother's part, but self-denial is necessary in more ways than one, if the child's life is to be protected. Over-excitement prepares the way most effectually for disease, by breaking down in the child the normal resisting powers with which nature en-

dows him at birth. Therefore it is particularly necessary to guard against all forms of over-excitement.

Regular rest, then, in a quiet room, is the first protection against nervousness, and the baby must receive it at his mother's hands. His nervous system is also affected by too much light and by loud voices. These also, are, in a great measure, under her control. With many hours of sleep daily, taken in a quiet, well ventilated, carefully shaded room, the baby should develop, ignorant that he has "nerves," and grow up strong and controlled in that sensitive delicate portion of his physique, that mysterious force, upon which both his body and his brain must depend for growth.

The child's most vulnerable point is his stomach. This is well known by kindly disposed friends, and through it they try to reach his heart and will. Even his mother uses it occasionally as he grows older, when desperation drives her to offer sugar bribes. To control herself, and at the same time to keep away those friends who are always near at hand to make her efforts well nigh impossible, is no easy task, yet for the sake of her child she must undertake both.

Regularity and cleanliness

The mother owes it to her child to give him the best start in life that she is capable of. Therefore she should not run the risk of trying experiments with his digestion. Regularity and cleanliness in all that has to do with his food — insist upon these and he will soon develop a strong digestion and a healthy constitution. But to gain these he must be forbidden dainties away from home, food out of hours, and any encroachment upon his daily routine until his health is well established. Babies who have intestinal pains and irregularities, and who are sickly, have usually become so by a careless home regime, unclean bottles, and improper food. In the matter of diet, system and cleanliness are of vital importance to the infant. Overfeeding causes many ills, while improper cleansing of the bottles and of the utensils in daily use brings disease and even death.

Self-control and discipline

The child's intelligence is the third great avenue always open to carry harm and disease to the inner fortress of his being. Mental disease can visit the child very early in his life.

His natural guardian is his mother. She it is who must stand watch over his awakening faculties, and hold herself responsible for what he grasps of life. To protect the child's dawning intelligence he must be taught to obey. Obedience is the great safeguard of youth. Discipline is the first master to appear over the horizon of his baby life. When he has learned to obey, to marshal his little army of new-born forces and impulses, he has taken his first mental step bravely into life, and has begun his fight with the great world of intelligence and effort outside of himself.

Self-control and discipline can be taught in the nursery, and the wise mother tenderly stoops to train her baby child in the elementary lessons of self-knowledge and obedience; for without them his intelligence will grow wild, and become only a source of harm, where it should be the strong citadel of all his forces, and his defense against the world.

The greatest gift, then, that a mother can bestow upon her child is the gift of health. This gift of health provides him with a strong arm of defense against the various spiritual and material enemies of infancy. To gain it for him the mother must stand guard over all the awakening faculties of his life. She

must surround him with quiet, bless him with understanding, and give him honest and intelligent care. "For the mother is and must be, whether she knows it or not, the greatest, strongest, and most lasting teacher her children have. Other influences come and go, but hers is continual." What she does for her child in infancy will follow him throughout his existence and the four walls of the nursery guard and shield the potentialities of his later life.

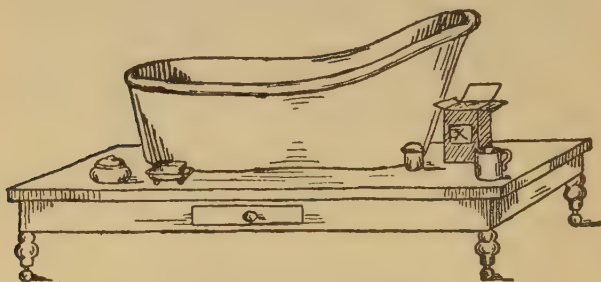
CHAPTER III

THE BATH

For the first few weeks of his life, the new born child is usually bathed by a nurse, or by some experienced friend or relative. But the time comes sooner or later when the young mother must take entire charge, and as the bath is of regular occurrence, and one of the most important items of the daily regimen, she must learn to give it quickly, carefully, thoroughly and with as little exposure to the child as possible. It is best for the mother to teach herself one way — and only one — of bathing the baby, so that by accustoming herself to routine and regularity none of the *little* things which constitute its importance may be forgotten. Practice is the only thing that makes perfect in the handling of an infant. To become expert it is necessary to do the same thing in the same way many times.

It depends largely upon the convenience of the mother whether the baby is bathed in a small tub in his bed-room, or whether the

bath be given in the bath-room, in the large family tub. It is, however, preferable to bathe the infant in a small tin or rubber tub, if possible before an open fire, and in a room well heated and thoroughly protected from draught. To be rendered more convenient, the tub may be placed upon a low table (an ordinary kitchen table with the legs cut off to bring it within



A Low Table for the Bath

8 inches of the floor does very well) and upon this table, beside the tub, must be placed the following articles:

A bath thermometer, a cake of pure castile soap, a small linen wash cloth, a cup with boric acid solution in it, a box of absorbent cotton, an orange wood stick, a box of talcum powder, a tube of white vaseline, a soft linen towel, and a soft bath towel. On a chair at the mother's side should be spread conveniently at

hand an entire set of clean clothes for the baby to be dressed in when his bath is over.

How to give the bath

The first thing to do when you are preparing to bathe the baby is to be sure that nothing is forgotten. It is almost impossible to leave the child at any stage of the proceedings, and so before you take him up, give an additional glance at your preparations, to be sure that nothing has been overlooked. Then tie on your flannel bath apron. This apron should consist of two lengths of flannel, so that when the baby is dry, you can turn back the wet layer of flannel and still have a dry apron with which to enfold his little body. Then draw the bath. Test it with your thermometer to be sure that it has the required degree of heat: 98° F. to 100° F. is right for early infancy. Now you may lift the baby from his crib and sit down with him in your arms on a low chair before the bath. In undressing the baby remember to handle him as little as possible. It tires him and makes him cross to turn him from one side to the other. You will soon grow so expert that it requires but one turning to accomplish the whole difficult task of removing all his garments.



The Double Bath Apron

The quickest way to undress the baby is to lay him on his stomach across your knees while you unbutton and unfasten all his clothes.

Then turn the baby over upon his back, slip out each arm, and pull all the garments down over his legs. Shirt, band, socks and napkins can all be removed without turning him again.

As soon as the baby is undressed wrap the top of your apron around his body and prepare to wash his face. This must be done with a piece of absorbent cotton in perfectly clean water. His face may then be gently wiped with the old linen towel, and need not be touched again.

The next thing to do is to soap his little body all over with the wash cloth, aided by the friction of your hand. Uncover only a portion of his body at a time, and never allow him to get chilled. Be particularly careful to reach all the little folds and crevices with the soap, remembering how easily he will rub and chafe, and how necessary to his comfort is this daily cleansing of his entire body. After he is thoroughly soaped he may be gently placed in the tub of water, which has been tested by the thermometer.

The child in the water

While placing the child in the water always speak reassuringly to him. Attract his attention and hold him very firmly, and lower him slowly and carefully into the water. Some children are greatly agitated when they first feel the water about them. The mother's voice and calmness will soon overcome this fear.

In holding the child in the water let the baby's head rest on your left arm. Place your thumb upon his shoulder and your fingers under his arm. This is a firm grasp, and the baby cannot possibly roll off your arm, nor get water in his mouth. Your right hand will be entirely free to use the absorbent cotton sponge. All that is necessary now, is to gently sponge off the soap, and allow the baby to exercise his limbs by kicking or by moving them about in the warm water. The baby should remain thus enjoying his bath from three to five minutes. After this the drying and dressing should begin, and it must be accomplished as quickly as possible.

Dry the child carefully with the linen towel, or soft bath towel, and then powder him — rubbing his back until he is all aglow. When

ready for his garments (which have been toasting before the fire or near the heater), the wet bath blanket must be rolled back. You will find that the flannel underneath is perfectly dry, which saves an awkward moment, for it is difficult — almost impossible — to remove the bath apron until the child is entirely dressed unless there is someone near by to untie knots and otherwise lend a helping hand.

While he is on his back slip on his band and shirt. Next his warm and powdered napkin must be pinned in place. Then his flannel petticoat and his slip, which have been previously arranged together, must be drawn quickly on over his feet. Once more he must be turned and the garments buttoned. He should be securely wrapped in a warm afghan and gently soothed for a while upon your lap before his eyes, nose and mouth are attended to. If the baby is restless or forms the habit of crying during his bath, these important items should be undertaken before he is undressed, for they must not be slighted or neglected. Hygienically, it is best that they should be done last — after the washing and cleansing of his body is accomplished, but this is often found to be impracticable.

The eye

Every day the baby's eyes should be washed with a lukewarm solution of boric acid. This is done by pouring out a little of the solution in a clean cup, and after soaking small pieces of absorbent cotton, dropping the solution from them into the corners of the child's eyes and thoroughly swabing them. Different cotton should be used for each eye. It is very important to care for the child's eyes in this way, as almost all babies show a tendency to develop an inflamed condition of the eyes at some time during early infancy. By a systematic treatment of this kind the danger may be averted.

If the eyes discharge at all, they should be cleansed every hour. The same boric acid solution of ten grains to one ounce is the best thing to use. In a light attack, if this simple remedy is employed, the discharge will soon cease. If, however, after conscientiously applying the treatment for a day or so, it should not cease, a physician must be consulted at once. The eyesight of many infants is lost by delay in just such a simple matter as this. But a slight discharge often occurs, and is not necessarily at all a serious sign. It should,

however, be brought under control at once, and never allowed to continue an hour without treatment.

If the child's eyelids show a tendency to stick together, a little white vaseline from a tube may be rubbed upon them at night. This treatment is very good for the eyelashes, and can do no harm whatever to the eyes if carefully applied.

The mouth

The child's mouth must also receive great care, for without a thorough daily cleansing — and often even with it — the baby is apt to suffer from little ulcers or sore places upon his gums. It is not necessary to wash the baby's mouth after every feeding, but it should be done twice a day always, once in the morning, at his bath, and again in the evening when he is being prepared for bed.

To cleanse the baby's mouth, wrap a piece of absorbent cotton firmly around your first finger. Then dip your finger into a cup which has been partially filled with the boric acid solution. Then very carefully go over every part of the child's mouth. The gums, tongue, under the tongue, all folds and inner crevices, must be thoroughly treated. In doing this,

the greatest care must be taken not to injure the delicate mucous membrane that lines the interior portions of the mouth. The gentlest and most sensitive touch is what is needed. This treatment is sufficient to keep a well baby's mouth perfectly sweet and clean. If there is any sign of ulceration or disease, a physician must be consulted at once.

The ear

It is always difficult to care for the tender and delicate ears of a child — particularly so while he is still in the first stages of infancy. Yet there are a few simple rules, which, if observed here, may be found helpful.

Remember that the ear should never be touched by anything harder than a folded piece of linen. The careful manipulation of a bit of absorbent cotton in his bath is usually quite sufficient to keep the ears clean. Never "poke" the child's ear with anything. Permanent destruction of the ear-drum may result. In bathing the child, see that his ears do not become filled with water, for this may cause him hours of subsequent distress. The ear is extremely tender, and even the human finger is too large to be used in its cleansing. When the child is in his bath, take the cotton

sponge, put a little soap and water on it, wring it partially dry, and then cleanse the baby's ears thoroughly. Go back of them and around them in every way. Then rinse out the cotton, and wipe off the soapy water. When the baby is being dried upon your lap, twist the towel into a soft point, and cleanse the interior of the ear in this way. Never use a stick, a hair-pin, or anything that is at all stiff. If this gentle washing is done daily, the baby's ears will never require any more serious form of treatment. The great thing is that it shall be done daily.

The nose

Babies should always breathe through the nose when asleep. If you find that your baby is breathing with his mouth wide open, it is a sign that there is some obstruction in his nose, or in the passages back of it. The cause of this may be nothing more serious than an improper cleansing the day before; on the other hand it may mean that there is some growth at the back of the nose which should be examined by the physician. Before calling him in, however, try for a day or so what can be done by giving the baby's nose a thorough washing twice every day.

To clean the baby's nose, take an orange wood stick and twist upon its pointed end a swab of absorbent cotton. Then dip it into the jar of white vaseline, and very carefully twist it around inside each nostril. This must be done with the greatest delicacy, but if the mother can only learn to be expert, it is the best, easiest and quickest way to accomplish the desired and necessary result. The stick must lie loosely in the hand, and it must be turned from side to side — twisted — never pushed up into the nose. If the mother is afraid to use the orange wood stick, a little roll can be made of the towel, and it may be inserted in the same manner. With a little care the stick can be used to a better advantage, for it is quicker, surer, and in the end easier to handle than anything else.

At night the same process should be undergone, and a little vaseline left in the nostrils to facilitate breathing. This treatment is most necessary for the child's comfort.

The hair

Many babies are born with very long, thick hair, but this "first hair," as it is called, invariably falls out in a few days, and the normal infant has an almost perfectly bald head, on

which the growth of hair comes so gradually that the caring of it, for at least a year, is a matter very easy to accomplish, and presenting few problems.

You should wash the baby's hair at his bath daily, but only with the purest soap, thoroughly rinsed off. When partially dry, brush the hair upward. This, beside strengthening the hair, encourages it to curl. A baby's hair may be washed daily until he is a year old — after that three times a week in summer, and once a month in very cold weather. Every child should have his hair washed at least once in four weeks, and oftener if he is exposed to the dust and dirt of a large city. It is not safe, however, to wash his hair if he shows signs of cold — experience soon teaches the mother that this is a quick and sure way to increase the cold. But the application of a mild tonic, and gentle massage with a subsequent brushing, may be substituted at any time most satisfactory for the shampoo.

A simple tonic may be made as follows :

Sulphate of quinine. thirty grains.
Bay rum. half a pint.
Castor oil. three tablespoons.

Apply this tonic to the child's scalp with a piece of absorbent cotton. Then manipulate the scalp very gently, for an inexperienced person must not attempt a real massage. When a healthy glow is seen to cover the scalp, brush the hair with a dry soft brush. In all that you do for the child remember how tender — how very tender — his external skin is. A soft hand and a gentle touch is the great requirement the mother must possess to work successfully about her child without jarring either his body or his nerves. Many children have scalps that are scaly and difficult to keep in good order. Vaseline applied thoroughly at night will almost invariably correct this unattractive condition. To apply vaseline, the hair must be parted and the vaseline rubbed only upon the scalp, for it is very difficult to remove it from the hair itself.

For infants, instead of the tonic or vaseline, rub a little pure olive oil on the scalp whenever necessary. This is the very best cure for dandruff.

On reading over these suggestions, it may seem to the inexperienced mother that the major portion of her life will have to be spent in bathing the new baby, if all the details here mentioned are to be accomplished. But, in

reality, the bath, once it is fully understood, is a very simple matter. At most it takes but a half hour, and with dexterity, can be thoroughly accomplished in twenty minutes. The bath must never be omitted unless the baby has fever, cold, or some alarming symptoms — such as a rash — that the mother does not fully understand.

Exercise

One of the most valuable results of the bath is that it gives the child exercise. Every baby needs exercise, in one form or another. The bath, with its subsequent rubbing, and the opportunity it gives the child to relax and kick, is one of the greatest blessings he has. Cleanliness and exercise, both so important to the baby, are obtained by means of the daily bath. Without it there is danger that the child may not develop properly. Without it he may never attain the robust physique which is so necessary an accompaniment to his perfect mental growth. It is hard to imagine a well, comfortable, and happy baby who is without the daily stimulant and exercise of a warm bath.

CHAPTER IV

ARTIFICIAL FEEDING

Sooner or later the time will come when the baby must have one or two bottles a day, if only to enable his mother to leave home occasionally over the stated intervals between feedings. Many doctors advise beginning with a daily bottle when the baby is three months old. To skip one nursing does not decrease the amount of the mother's milk, and adds greatly to her comfort and independence; but she must not give way to temptation and increase the number of bottles, for if she does it will surely tell upon the bulk of her own supply. There is another reason, not a selfish one, for giving one bottle of artificial food, even when the baby is thriving perfectly and the mother has more than enough to satisfy him. It is in case illness, or enforced absence, should make it imperative for the baby to be weaned at short notice. The bottle paves the way for such an emergency, and the baby makes the transition more easily than he

could possibly do, were he ignorant of how to take his food comfortably from the rubber nipple. A little practice in learning to do this does him no harm, and is the safer course. To leave a child ignorant of how to take his food from a bottle is running a great risk, for at any moment he may be called upon to make the change to artificial feeding in a few hours. It is not safe for the mother to nurse her child during a high fever, or in the acute stages of an illness. Here the bottle comes in very well for the baby; and the mother, by using the breast pump, can keep up her own supply until she is well again. It would be almost impossible to make a child comfortable in this simple way if he did not know how to feed from a nursing bottle. The mother must not take it upon herself, however, to make this change; she must consult the doctor before she puts the baby regularly upon any other food than breast milk, even if she intends to do it only for a short time. To use her own judgment in a serious matter of this kind would not be wise. She would be very likely to nervously exaggerate her own symptoms until she fancied herself much more ill than she really was, and then by a careless use of the breast-pump might lose her own supply

altogether. If there are any signs of acute or serious illness, call in the physician. It is for him to decide whether or no it is safe to continue to nurse the baby. If he thinks it is not safe, and orders a temporary cessation of nursing, the method just suggested will prove quite satisfactory. The baby who has become accustomed to one bottle a day will find it comparatively easy to take all his food in this way, until it is pronounced safe for the nursings to be continued.

One bottle a day

One bottle a day of artificial food, then, may be given, with perfect safety, to the baby after he is three months old. A satisfactory formula for this bottle is made very simply, as follows:

- * Cream, half ounce.
- Milk, half ounce.
- Boiled water, three ounces.
- Granulated sugar, one level teaspoonful.

If it is impossible to obtain pure milk and cream, it will not hurt the baby to have condensed milk for one feeding. Condensed milk

* By cream, is meant an ordinary cream containing from 16 to 20 per cent. fat.

is fattening, easy to prepare, and seldom disagrees with the child, however delicate he may be.

But condensed milk does not contain the nutritive substances needed for the development of bone, nerve and tissue in the growing child, and is for this reason unsafe for regular diet. In travelling, or when there is doubt as to the pureness of the milk, or for an occasional substitute, it is perfectly harmless and often very useful. It is easy to prepare, and the bottle, which can be freshly made at a moment's notice will satisfy the baby, and carry him over until his next nursing, which, after a condensed milk bottle, he will turn to ravenously. Buy only the brand of condensed milk ordered by your physician; and after opening the can turn out the contents into a preserve jar with an air-tight fastener, both of which have been previously boiled. Keep the milk in this, directly upon the ice, and never allow the top of the jar to remain off, or loose, for more than a minute at a time.

Condensed milk, exposed to air, and used from the open tin, is a fertile source of infection, collecting on its sticky surface all the germs that are in the neighborhood.

Condensed milk

The condensed milk bottle must not be made until the baby is ready to take it. It is best to boil the water — 3 ounces — in a saucepan, and when boiling add the condensed milk — a scant teaspoon to 3 ounces is about right. This must be cooled before it is poured into the bottle and tested carefully before being given to the baby. Condensed milk is not advised, however, if it is possible to obtain pure milk. Let me emphasize the fact that condensed milk is *entirely unsuitable* for the regular diet of a baby, and that many grave diseases will be likely to make themselves manifest in the growing child who has been fed from infancy upon it. It is perfectly safe to give *one* bottle a day of condensed milk to a baby who is being regularly nursed, but the preference should always be given to pure or “certified” milk and cream.

Weaning begun

One bottle a day, made in either of the simple ways just suggested, may be advantageously given to the child all through his nursing. There will come a time, however, usually when he is six or eight months old, when the mother

feels that to keep up her own supply and make it sufficient for his growing demands, it is necessary to begin a regular set of two or even three milk bottles daily. This is really the beginning of his weaning, and only by adopting this plan will she be able to keep up her own nursing powers until he has safely turned his first year. In some rare instances, the mother is able to assume the whole burden of nursing, unrelieved. But in the majority of cases, were it not for the judicious adding of artificial food, little by little, the child would be unsatisfied, and therefore would need to be weaned probably about the eighth month. But why try to keep up the nursing if so many bottles are given? The reason for keeping it up, is that no matter how healthy the child may be, he is sure to have some trifling upsets during his teething. At seven months, the first tooth begins to appear, and to nurse the child over that time, until the first six teeth are cut, will help him greatly. During teething, his digestion is likely to be more or less disturbed. Therefore, even if it is found necessary to increase the bottles to three daily, still keep up the nursing, so long as there is enough milk left to satisfy the baby. The two formulas just given are for an infant at three months of

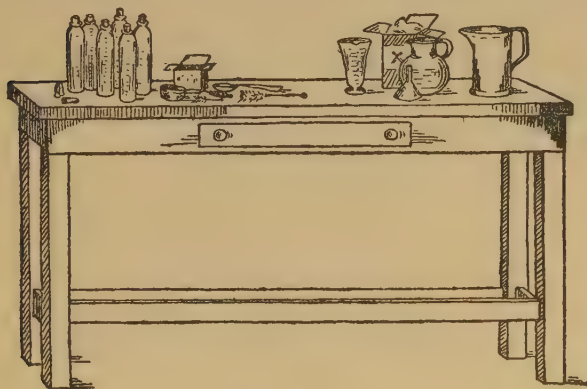
age. These will probably satisfy him until he is four months old, when they may both be strengthened. But neither formula is sufficiently strong to do for more than one bottle daily. When it is necessary to increase the number, the bottles must be made after a regular formula received from the physician and most carefully carried out. As the child's nursings decrease, his health will depend upon the manner in which his bottles are made, quite as much as upon their contents.

If the mother has the misfortune to be entirely unable to nurse her child, his food formula should be prescribed only by a physician. It is very difficult to bring a baby safely through his infancy entirely upon artificial food, and no experiments should be tried. The doctor must not only prescribe the formula, but must be called in frequently to watch over the child's development. No one but the physician is competent to give advice upon the subject of how to feed the new born child entirely artificially.

To prepare the baby's bottles

You will need the following articles to prepare the baby's milk: Feeding bottles, rubber nipples, an 8-ounce graduated measuring glass,

a glass funnel, bottle brush, small nipple brush, rubber corks, a quart pitcher for warming the bottles in, a pitcher for mixing the food, a fine strainer, a spoon, a box of bicarbonate of soda, a box of borax, a box of some good washing powder. The bottles must be thoroughly cleansed once a day — preferably as



The Food Table

soon as they are used — and then filled with cold water, standing thus until you are ready to make them again. The nipples you will have to watch carefully, particularly in hot weather. These, together with the rubber corks and bottles you must boil at least twice a week. They may be boiled every day with

advantage. After using, turn the nipples inside out, wash them with the little brush and leave them, still inside out, in a covered glass jar, soaking in a mild borax solution. With this treatment they should keep sweet, clean and inviting, but remember that they do not last forever, and must be frequently replaced. Choose nipples that can be turned inside out and that are easy to adjust upon the long round bottle so much in vogue — popular because it is easy to clean, and easy for the child to hold as he grows older.

When you make the baby's food, always make enough for twenty-four hours. Try to do it at a time when you are free from interruption, and when you can give your whole attention to the task. Few mothers realize that it is the *way* the bottles are made, quite as much as what they contain, that so often causes their indigestibility.

First stand before you the number of bottles you will need. See that they are perfectly clean. Then arrange the mixture in your pitcher according to the formula you are following, and fill each bottle, pouring the milk through the strainer and the glass funnel into the bottle. Then cork at once with a rubber cork, or with a cork made of absorbent cotton

if you prefer it. If the rubber corks are used, they must be cleaned with the nipples and kept with them in the covered glass. Then put the bottles in the refrigerator, if possible, directly against the ice.

The refrigerator

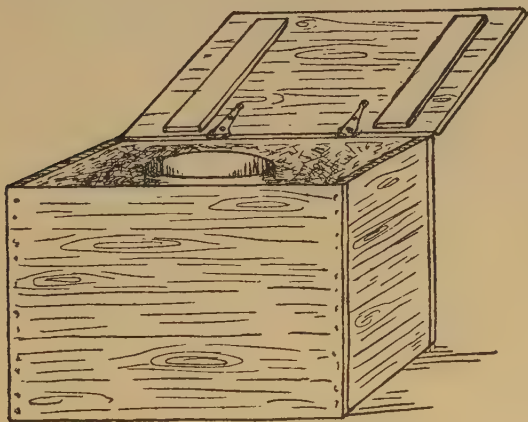
If it is not possible to have a separate, or "nursery" refrigerator, for the bottles, particular care must be taken that they are not contaminated by the other food that is nearby. Also, it is important for them to stand beside the ice, particularly in hot weather. Often, when the supply of ice is low, the bottles are so far away that the temperature of the milk is not below 60° to 65° F. To be thoroughly effective, the temperature of the milk while in the refrigerator should never be above 50° F. Faulty refrigerators are the cause of many of the acute cases of illness among bottle-fed babies. Many ordinary household refrigerators have a separate compartment on top for the ice. In this compartment a place may be saved beside the ice to stand the bottles, while the shelves beneath hold the family supplies. This is the next best thing to the nursery refrigerator. The bottles must never be kept in a meat box, or anywhere where they

will not be entirely shut away from other foods. Next to the bottles, the refrigerator is of the greatest importance in keeping the baby's milk clean and pure.

Home-made refrigerator

A refrigerator — solely for the use of the baby — may be made at home at small cost and in a very practicable and economical way. To do this, a large wooden packing-box having a lid must first be obtained. The box should be about thirty inches square. This must be filled with sawdust. A sheet of tin should then be secured, rounded, and placed in the center of the box, forming a deep hole, entirely surrounded by the sawdust. Into this hole it is easy to lift an ordinary flour tin, with lid and handle. To put this little refrigerator in use, first fill the bottom of the flour tin with a few pieces of ice cracked in small lumps. Then lay the bottles all carefully corked directly on the ice. Put the lid down tightly on the tin, and lower it by the handle into the hole, which must, of course, be rounded to the same proportions as the tin itself, for there must be no space between. Then put the wooden lid down, and the bottles will be perfectly protected in a simple, convenient and hygienic way. It

is surprising how small a quantity of ice is needed to operate a refrigerator made on this



A Home-made Refrigerator



The Can

plan. Even in hot weather, about one-quarter the quantity is needed that is used in the

regulation tin nursery refrigerator. It is easy in the extreme to make and to care for; there being no troublesome drain, and if the box is painted, or covered with a pretty chintz, it can be kept in the nursery without inconvenience to any one. This refrigerator will often be found useful for other purposes.

Families when boarding, or when at all in doubt as to the condition of the common ice chest, are strongly urged to prepare such a refrigerator solely for the baby's use, by this means avoiding any risk which might come through the imperfect refrigeration of the milk.

When you have mixed the food, corked the bottles and put them on the ice, clean all the utensils you have used, and put them on a shelf where they may be covered with a clean towel.

There need be then nothing further on your mind concerning the baby's food, and you need not think of it again for twenty-four hours. Accustom yourself, however, to make the bottles at regular hours every day. Otherwise, you may put them off until the very moment when one is needed, which will mean a hurried cleansing, an inaccurate mixing, and possibly an ill baby.

To heat the bottle

When the time comes to use one of the bottles, fill your quart pitcher with boiling water. Take the cork from one of the bottles and put on a fresh rubber nipple. Then stand it in the pitcher for a moment or two and it will be ready for use. Never test the bottle by putting the nipple in your mouth. Shake a drop of the milk out upon your wrist. If it feels pleasantly warm it is perfectly safe to give it to the baby; if too hot, stand it to cool for a moment or two. Many babies have been badly burned by carelessness or inexperience in their mothers. It is also dangerous to give a child a cold bottle. It will be sure to give him pain. For an infant, the temperature of the bottles should be always the same. Later on this point is not of such great importance.

To feed the baby

Do not feed the baby in your arms. Lay him upon the bed, and while he is very young, hold the bottle so that the neck is always full of milk, and take it away from him as soon as he has finished it. When the baby grows strong enough to guide the bottle with his hand, place it upon a pillow, so that he can

take it himself. There are several good reasons for not feeding the baby in your arms. The child usually sleeps after his bottle, and in lifting him from your arms into his crib, his slumbers are very likely to be disturbed. Then again, very soon he is able to take the bottle alone. This gives you a few moments to yourself to do the hundred little nursery chores that are never really finished. If he is used to company while feeding, he will never be content to take his bottle by himself.

But you must remember one thing. Do not go away and leave the empty bottle still sticking in the baby's mouth; neither must you allow him to fall asleep before it is all taken. Watch him constantly while he is feeding. Be on hand to rearrange the bottle and to keep him awake by a word or a pat. Stay till the bottle is quite empty, and take it away with you, but do not allow him to form the habit of lying in your arms. It is an unnecessary habit, and not nearly so good for him as to be independent from the start.

Formulas for feeding

We come now to the difficult task of suggesting what to give the baby for his regular artificial feedings. We have learned how to

make and care for the bottles, but to learn what to put in them is a much more difficult task. It must be remembered that a formula agreeing with one child, may not suit another at all — and that it is always best to have a doctor's advice, and go entirely by his directions. I will give a few simple formulas, any one of which, if the baby is strong, and you are nursing him four or five times daily, will more than likely agree; only adding a word of caution: If your child is delicate, try no experiments. Go at once to the best physician in your neighborhood, and get from him full instructions about the child's diet, even to the most minute detail.

First

For a child of six months:

Cream, $\frac{3}{4}$ ounce.

Milk, $2\frac{1}{4}$ ounces.

Boiled water, 3 ounces.

Granulated sugar, 1 teaspoonful.

Second

For a child of six months:

Whole milk, 3 ounces.

Barley water, $2\frac{1}{2}$ ounces.

Lime water, $\frac{1}{2}$ ounce.

Granulated sugar, 1 teaspoonful.

Third

For a child of eight months:

Cream, $\frac{1}{2}$ ounce.

Milk, 5 ounces.

Barley water, 2 ounces.

Lime water, $\frac{1}{2}$ ounce.

Granulated sugar, 1 teaspoonful.

Fourth

For a child of 12 to 14 months:

Whole milk, $9\frac{1}{2}$ ounces.

Lime water, $\frac{1}{2}$ ounce.

To make lime water

Get a piece of lime the size of a lemon and put it in a covered two-quart jar and fill the jar with boiled water. Shake several times. In 24 hours pour off the water into a bottle which must be kept corked and cover the lime again. This process may be repeated indefinitely — in fact until the lime has all been dissolved.

To make barley water

A tablespoonful of Robinson's patent barley must first be thoroughly mixed with a little cold water. Add this to a quart of boiling water and put in a pinch of salt. Cook in a

double boiler twenty minutes and strain. If cooked too long, all the strength of the barley will evaporate. This must be kept in a covered vessel on the ice, for in hot weather it will keep only about two days. Barley water may be made also with two ounces of pearl barley soaked first in cold water, and then boiled in a double boiler in two quarts of water until it has boiled down to one quart. It then must be skimmed, and flavored with a little sugar and a pinch of salt.

The milk

The two necessary attributes for all milk to possess, are that it shall have come from healthy cows, and that it shall reach the baby within forty-eight hours — in summer within twenty-four. Yet it is almost impossible for the most careful mother to discover whether the milk does possess these attributes; that is if she must depend upon the common dairies for her supply. The best that she can do is to buy an “inspected” or “certified” milk. This means that the milk is produced under hygienic conditions and handled with special care. Even if this milk is more expensive than the common grade, it will be found to be cheaper in the long run, for it is not a paying

experiment to trifle with the digestion of a very young child. If certified milk cannot be obtained, pasteurize the supply, which process insures at least the destruction of such germs as are a source of danger and even death.

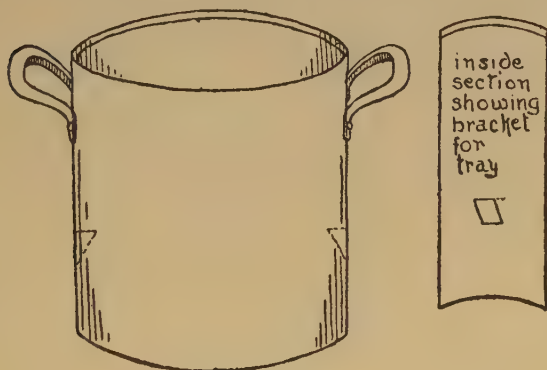
Pasteurized milk

To pasteurize the milk it must be heated to 140° – 157° F. for twenty minutes. A temperature of 155° F. continued for twenty minutes is sufficient to kill the germs of such diseases as tuberculosis, dysentery, scarlet fever and diphtheria. Pasteurizing does not hurt the milk in any way, but the preference should always be given to milk that is certified, or known to be so clean and pure that heating is unnecessary, because such milk is far more nourishing. To pasteurize, an apparatus must be bought or made — the Freeman's is often advised.

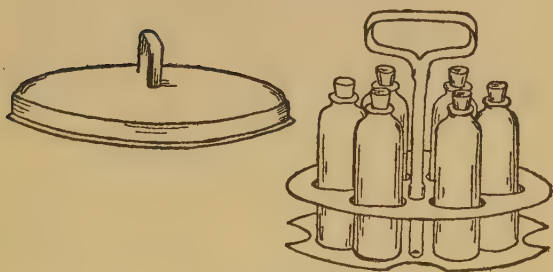
Home-made pasteurizer

To make a pasteurizer, it is first necessary to buy a tin can with handles, having a tight lid. The height of this can must be $14\frac{3}{4}$ inches, the diameter $10\frac{1}{8}$ inches, and it must hold about nine quarts. Such cans are for sale in all department stores. You must then

order a tinsmith to place inside the can, on three opposite sides, brackets $6\frac{1}{8}$ inches from the top of the can. These are to rest the



Home-made pasteurizer



The Bottle-holder

holder for the bottles upon during the first process of pasteurization. He must then make a holder for the bottles. This consists of two

round sheets of tin, the upper one pierced with six holes large enough to stand pint bottles in, the lower piece notched to slip over the brackets. A rod runs through the two plates of tin, and is topped with a handle to facilitate lifting the holder up and down. A tinsmith can put an apparatus roughly together at very little cost, and it will be found quite as satisfactory as the expensively ready-made ones. To use this, or any other pasteurizer, first set the six bottles which have been thoroughly cleansed into the holder. Fill them according to whatever formula you are using, and cork very tightly. Then fill the can up to the brackets with boiling water. Next, put the holder filled with the bottles into the can, and let it rest on the brackets. Put the cover on quickly. In five minutes remove the cover and turn the holder so that it sinks down into the boiling water. Do this very quickly, letting as little steam as possible escape, and cover again tightly. Leave it thus for twenty-five minutes. Cool the bottles quickly with cold water and ice, and keep them at as low a temperature as possible. Before using, heat them again slightly in the usual manner, but never pour their contents out into another vessel. The milk must not be used later than twenty-

four hours after pasteurization, and no remnants must ever be used. If the allotted feeding is not all consumed, the remainder of the milk must be thrown away. The baby must always be fed from the bottles in which the milk was pasteurized.

Sterilized milk

Sterilized milk will keep on ice for a long time, and its principal usefulness is found when journeys must be taken, or when the supply of ice is insufficient. To sterilize, the milk must be kept at a temperature of 220° F. for one hour. Milk prepared in this way is not rendered more digestible, but rather the reverse, and should be modified for the child in the same manner as milk that has not been heated. It is not recommended for general use.

All cow's milk contains germs, even when handled most carefully, but without constant supervision (which is what we pay for when we buy the certified milk) the danger is run of conveying to the infant the living germs of cholera, typhoid, tuberculosis, diphtheria, or scarlet fever, for any of these germs are likely to be found in impure, unclean, unhygienically handled milk. It is best, therefore, whenever possible, to feed the infant (when he must be

artificially fed) only on certified milk and cream. If this is *not* possible, let the mother buy the best and purest milk she can find and pasteurize it herself, caring for it in every detail with the utmost precision and faithfulness. Impure or faulty milk is responsible for so great a percentage of deaths among infants, that no effort is too great to expend in the proper preparation of the baby's food-supply.

Modified milk

Practically speaking, "modified" milk is milk to which something, such as cream, water, barley-water, lime-water, etc., has been added. All the formulas already given in this book constitute "modified" milk. For the mother to prepare her baby's milk in such a way is what we call "the home modification of infant's food." By this we mean that to a given proportion of milk, other elements are added, according to the doctor's prescription. In this way all bottles are really "modified milk" bottles.

There is, however, a more scientific meaning often given to the word. Physicians sometimes order for delicate babies food prepared at a milk laboratory, where the propor-

tions of fat, sugar and proteid, can be so exactly measured that the infant is sure to get only what the physician's prescription demands. Modified milk put up in this way at a laboratory is left every day at the baby's home, and is already in the nursing bottles. All that is necessary is to heat one of the bottles at each feeding time in the usual way. Doctors in large cities often make use of the various milk laboratories to insure their directions being carefully and exactly carried out. This is the usual interpretation given to the term "modified milk," though it is hardly a correct one, as home modification, which is undertaken by so many mothers, is often done quite as satisfactorily, even if not as accurately, as the work put out by the various milk laboratories.

Quantity of food to be given at a meal

For the first week an infant should have only $1-1\frac{1}{2}$ ounces at a feeding.

During the second and third, $1\frac{1}{2}-3$ ounces.

Fourth and fifth, 3-5 ounces.

Until he is three months old, 3-5 ounces.

Third to fifth month, 5-7 ounces.

Fifth to ninth, 4-6 ounces.

Ninth to twelfth, 7-9 ounces.

If the child is developing normally, his own appetite will be the best sign when to increase the amount of each feeding. When he seems anxious to hold on to the bottle even though it is empty, and cries when it is taken away, it is time to increase the strength of his food. The bottle, when it is exactly right in strength and amount, should thoroughly satisfy the baby, and he should fall asleep after it, showing no uneasiness, nor sign of hunger until the hour when it is next due approaches. The food should not be increased while the child, still gaining in weight, seems perfectly satisfied after each meal.

When the bottle agrees

When the bottle agrees the baby will have a good color, no pain, show little or no disturbance after feeding; he will sleep well, will have regular movements, and gain in weight. If he shows the reverse of these symptoms to any marked degree, and loses weight, rather than experiment any further, call in a physician, and obtain his prompt advice.

Weaning

Before leaving the problems of bottle feeding, there are two important questions yet to

discuss. How long can a healthy mother continue to nurse her child without doing harm either to herself or to him, and when must he be deprived of the solace and joy of his bottle? The baby must not be nursed longer than fourteen months, and never entirely longer than ten months or at most a year. Some ignorant mothers continue to nurse their children far into their second year. This is very wrong. The child who is walking, and cutting his big teeth, needs for his development substances not found in milk. Neither can a mother easily repair in herself the loss of strength she must undergo, if she nurses her child too long.

If the baby is weaned as early as the eighth or ninth month, he must be given a bottle, for he is not far enough advanced to depend entirely upon milk foods taken from a spoon. If he is not weaned until he has entered upon his second year, he may be taught quite well to eat and drink all his food from a cup or spoon. There is one exception to this rule. Some children show early in their lives a distaste for milk. If the milk can be made palatable to them by being heated and given in a bottle, there are not sufficient reasons for withholding it; in fact, it is better for them

to have the milk — even if it is taken from a bottle, than to do without this great source of nourishment altogether. The milk is also taken more slowly through the bottle, which is another point in its favor. Every child should take at least a quart of milk daily until he is four or five years old, and if a bottle is the only means by which he can be induced to take the required quantity, let him have the bottle. The cup is better whenever the child shows willingness to be fed from it. He must have a real love of milk, however, or he will soon refuse it altogether, in which case providing for his diet will be full of difficulties.

Other foods than milk for the baby

Nothing in the way of other food should be given to the baby until he is ten months old. Many mothers do not realize the importance of a strictly liquid diet during infancy, and, wishing to give the child “a good strengthening meal” commit the folly of trying to make him take oatmeal, bread, potatoes and other such articles of diet, wholly unfitted for his toothless mouth, and delicate digestion.

If the baby is thriving perfectly upon the milk formula, it is unnecessary to add anything

to it until he is ten months old. At this age he may begin with some of the simple farinaceous foods such as farina, strained oatmeal, arrowroot, barley jelly. He may also take a soft boiled egg, beef juice, and orange juice. After his first birthday, a child who is developing normally may have two tablespoonsful of beef juice three times a week. The juice of an orange, one hour before feeding, may also be begun at this time. Try two tablespoonsful at first, and gradually increase to four. This is an excellent laxative, and all children should have it several times a week.

It must be remembered that the same intelligent care which is given to the baby's food, must also be given to the other details of his management, for the food alone cannot give the desired result of perfect health, unless supported by an equal care along all the various other lines. He must have warm clothing, regular habits, plenty of fresh air, absolute cleanliness, and freedom from nervous strain if he is to progress toward a sturdy childhood without a set-back of any kind. Unless he has bodily warmth, a plentiful supply of fresh air for his lungs, and long hours of sweet and undisturbed rest, the best bottle in the world will fail. If the baby is not thriving, before con-

demning the food, look carefully into all the details of the child's life — a little examination may show a carelessness here, or a want of method there — little things, but sufficient to counteract the good effects of his daily nourishment. With intelligent supervision of his food, his sleep, his surroundings, the child should complete the first two years of his life without any difficulty.

Barley jelly

One tablespoonful of Robinson's patent barley which has been dissolved in a little cold water, added to a pint of boiling water. Boil this, with a pinch of salt, for twenty minutes in a double boiler and strain. This may be sweetened to make it more palatable.

Beef juice

One-half pound of beefsteak, cut from the round, very slightly broiled and the juice pressed out by a meat or lemon squeezer. Season this with salt and give it to the child warm. To warm the juice, stand the cup which holds it in a dish of hot water. This should make about two ounces of juice, though there is a great difference, due to the quality of the meat.

Coddled egg

Put a fresh egg (shell on) in boiling water. Immediately remove it from the fire. The egg then cooks slowly while the water is cooling. When opened the white of the egg should be of the consistency of jelly, and may be given alone when the child has a weak digestion.

Albumin water

Dissolve the white of one egg in a pint of cold boiled water. This is often ordered for infants in cases of acute stomach trouble. For older children the white of the egg and a little sugar and lemon juice may be added to one cup of cold water that has been boiled, shaken until thoroughly blended, and served very cold.

Albumin orange

To the unbeaten white of one egg add the juice of an orange and a little sugar. Strain, and set on the ice to cool. Serve cold.

Rice milk

Soak one ounce of rice for twelve hours. Strain, and add one pint of scalded milk, a saltspoon of salt and a teaspoon of sugar. Stir well, and cook for one hour. Rub through

a fine sieve and thin with more hot milk if desired.

Sago or tapioca may be used in the same way.

Arrowroot gruel

Mix two teaspoonfuls of arrowroot with two tablespoonfuls of cold water until smooth. Add to it one cup of boiling milk (or water). Cook in double boiler for two hours. Add a little salt, strain and serve hot.

Cream toast

Scald one cup of milk. Melt a tablespoonful of butter, add to it a tablespoonful of flour. Remove from fire and add the milk gradually. Then stir over the fire continually until smooth, cooking for five minutes after mixing, or until the starch is thoroughly blended. Then pour it over the toast, which has been cut in small thin slices, with the crusts removed.

Food for the second year

The child has chicken or mutton broth now added to his diet. He may have boiled rice, junket, cereals which have been thoroughly cooked, the juice of fresh fruits, baked apples, apple sauce, prune pulp, scraped meat occasion-

ally, and simple desserts. He should eat dried bread and toast with his meals — a potato moistened with good dish gravy may also be given at two years of age. Avoid rich gravy of any sort.

Proper diet for child of two years

First meal: Plain milk, 12 ounces.

Second meal: A cereal with cream, a slice of bread or toast.

Third meal: Beef juice, rare meat chopped very fine, a cup of broth, or an egg, soft boiled, and mixed with bread crumbs. Fruit, junket, or rice jelly for dessert.

Fourth meal: Barley or farina, and milk to the amount of 12 ounces, with bread, toast, or a simple cracker.

Fifth meal: Ten ounces of plain milk.

Water

It must not be forgotten that children need water. Water must be offered to them several times every day, particularly in warm weather. It should be boiled daily, then cooled, and kept in a covered glass jar. Water must not be kept over from hour to hour in the room, but must be drawn fresh every time the child needs it.

Questions concerning the baby's food that may trouble the young mother.

(1) What should be done if the baby has a poor appetite?

Lengthen the period between feedings. Do not make the mistake of offering food too persistently to a child who has no appetite. Search out the source of his trouble, and until you are able to correct it, add an hour or even more to the interval between his meals.

(2) What should the nursing mother avoid in her diet?

Many babies are made very uncomfortable, even to the point of severe colic attacks, when their mothers take sour fruit. Cucumbers, tomatoes and salad dressing are usually ruled out. But many infants do not show this disturbance at all, so that the mother's guide must be her own child's condition. There can be no fixed rule. It is not necessary to deny yourself until you are sure that it is your diet that has affected the baby. But be constantly on the lookout for what may cause him trouble.

(3) How long should the child be allowed to nurse?

Never longer than twenty minutes.

(4) Is there any mode of living by which the mother may lengthen her ability to nurse her child?

By taking regular exercise, and by having more sleep than she would ordinarily take. She must also drink a great deal of liquid food such as cocoa and milk. Eat wholesomely and plentifully. Strong tea, coffee and wine should be partaken of sparingly.

(5) What emotions in the mother are likely to affect the child?

Grief, excitement, passion, excessive fatigue and worry are all communicable to the baby. Particularly worrying; a state of mind which she should endeavor to conquer in herself and subdue, at least while she is nursing her baby.

(6) Should any marked change be made in the baby's bottle in hot weather?

At such times it is well to dilute the food, to give more barley water and less milk, and to reduce the proportion of fat by giving a milk that is less rich. Water should be offered to him often.

(7) What change should be made if the baby vomits habitually after his bottles?

Reduce the quantity of his food a little and

see that he rests for twenty minutes after each bottle. Moving the baby around is often entirely accountable for it. Look at the nipple also to satisfy yourself that the hole is not too large, and to his clothes lest they be too tight.

(8) What should be done if the baby shows habitual distress after each meal?

Colic or severe pain usually follow an accumulation of gas in the intestines. If a little hot water with a few drops of soda mint does not stop the pain, and if it occurs regularly, it is a sign that the formula of the bottle is not agreeing. It is better to call in the physician rather than experiment any further yourself.

(9) What should be done when the child is seized with an acute attack of vomiting, fever and pain, which may be only indigestion or may be the beginning of an illness?

Until you can obtain advice, stop all the milk. Give only albumin water or a little barley water until the vomiting has ceased for twenty-four hours, or until you receive instruction from the doctor.

(10) What should be done if the child does not sleep well?

Sleeplessness usually is a sign that the food

is not agreeing perfectly. Or it may be the result of over-feeding. Children who are nursed too long, or who are fed during the night are often poor sleepers. It may also be from nervousness. See that the child is not played with before going to bed; see that his room is not too hot, and that there is no light. Do all that you can to obtain a bottle that suits him; and above all, *never give him any sleeping powders or soothing syrups*. Any devices to make the baby sleep, such as a "pacifier," empty bottle or the like are all ruinous to his temper and his health.

(11) When should the child walk?

No definite time can be given, as it varies greatly. About eighteen months.

(12) When should he cut his first teeth?

Somewhere about his seventh month.

(13) When should he speak?

Some authorities say that at the end of his first year the child should be able to say about ten words — of course no sentences.

CHAPTER V

THE SICK BABY

There are a few simple rules that the mother will do well to observe in caring for a sick baby. By so doing she will greatly aid the doctor in his efforts to effect a prompt cure. These rules pertain chiefly to the surroundings of the child and the arrangement of the sick room. The mother's tact and personal qualifications for the task of nursing will also be of the greatest assistance to the doctor. It will not do any harm for her to take a quiet peep into her own nature, and see if she has, or can cultivate, the attributes that will help him most.

To be a good nurse

To be a good nurse the mother must before all else possess self-control. She must never allow the child to see the seriousness of his illness reflected in her face. Cheerfulness is a quality that will help the little patient greatly to bear his suffering. If the mother is cheerful,

kind, and uncomplaining, she will supply the moral atmosphere of hope so necessary to find in the sick room.

If the disease is long or contagious, she should dress in wash stuffs — only in this way can she keep herself fresh and clean. She must try to put away from her the general worries of the house, and center all her powers for the time being upon the problems of the sick room.

A few rules to the mother, while in the sick room

Never talk depressingly, and never talk of the patient's symptoms. Be silent a great deal, and when you speak, speak quietly — remembering that in illness the nerves are very sensitive. Always show strict obedience to the doctor, and keep alive the child's faith in him. Never get "flurried." Try in every way to control yourself, for your lack of self-control will quickly be communicated to the child.

Be accurate and regular to the minute in carrying out the regime of the sick room.

Be very tender in your touch, and always patient, remembering how weak and pitiful a thing a suffering child is.

Never say that you see no improvement before the child. The principal thing is to keep up his courage, even when your own is failing beneath you. These rules are applicable to the child rather than to the infant, though he also may profit by some of them.

The sick room

It is always best for the sick room to be at the top of the house, so that, should the disease prove contagious, a disinfected sheet may be hung at the head of the stairs, and the room, in this way, cut off entirely from the rest of the house. Never try to nurse a child in a double bed. It will make your task twice as difficult as it need be. A single bed — a high one, if you can get it — is what you should have, and a sofa must be in the room to use for the patient during convalescence, and for yourself when you wish to sleep, yet cannot leave the room. In acute illness, there should be very little light in the sick room, and no glare. During most of the diseases of childhood the eyes are weak and painful, therefore place the bed so that there is no possibility of the glare distressing him. If the disease is contagious, take up the carpet, and remove the heavy cur-

tains. Dark shades should be in the window, and no unnecessary furniture about, as you will need all the space available for yourself and for the convenience of your patient.

Ventilation and heat

The ventilation of the sick room is one of its most important points. An open fireplace removes many difficulties. If this cannot be had, a board should be placed in the lower sash of the window, to insure a constant flow of fresh air into the upper part of the room. There must always be a screen in the sick room, for it will be needed on many occasions. In any illness, no matter how severe, the room must be thoroughly aired twice a day. Choose a time when the sun is shining and the air is as warm as possible. Throw a thick quilt over the child, even over his head, and open all the windows for several minutes. The temperature of the sick room should be regulated by a correct thermometer, and aired in this manner whenever necessary. An oil stove should be used in sickness only as a last resort. If it is impossible to have an open fire, or sufficient hot air, a small wood stove should be put up temporarily. If the heat is

by steam, always set a bowl of water on the radiator, to take away the extreme dryness of the air.

Medicines

Have a small table placed where the patient will not see it, on which to keep all the medicines, spirit lamp, clinical thermometer and chart. These should be spread out upon a waiter that can be easily washed. In preparing the child's medicine, do so quickly and without comment. Bring it to the bedside in a quiet but determined manner. Do not fight or argue with a child about his medicine. When it is time to give the dose, give it at once. If the child refuses to take it, hold him upon your lap and give it to him by gentle force. This is the only way to manage a sick child. To begin to wrangle about each dose, and to occasionally let him off will make the obstacles in treating him by medicine almost insurmountable. Strict but always kind discipline must be the rule of the sick room.

How to feed a sick child

When it is necessary to lift the child's head for the purpose of giving him nourishment, always lift the pillow also. Put your left arm

under the pillow, raising the child's head with it, very slowly and gently. If you are giving the food in a tumbler, see that it is a small one, and only about two thirds full. The child will derive much more satisfaction from draining a small glass, than he will if allowed to take only a portion of the contents of a larger one. Be careful that each mouthful is swallowed before giving another. An ill or weak child is very likely to choke over his nourishment, therefore he should be prevented from swallowing it too quickly. A glass tube may be used if the child is old enough to be instructed how to drink from it. If a feeding cup is preferred it should be of glass, so that you will be able to see how much the child is taking, and not feed him too quickly. The food offered should be either very hot or very cold. Nothing is more unpalatable than lukewarm food. The child will be sure to refuse it, if it is given so. A little cracked ice is often found to give great comfort to a sick child.

Meals

Give the child his meals in as appetizing a manner as possible. Here is where you can exhibit real genius — by coaxing, by persuasion and by story telling until you manage

to get the meal taken. It will be a difficult task, for the sick child shows little appetite, but much can be done by presenting his meals daintily, and by making it a pleasant time of conversation and amusement. Of course a very ill child must be fed, as he is given his medicine, with almost military discipline and regularity, but there are so many cases when, though the child is not in danger, he is ill enough to show no desire to eat and must be persuaded and cajoled until the proper amount of food is consumed.

Care of the mouth in sickness

The appetite is greatly influenced by the condition of the mouth. The child will have little inclination to eat if his tongue is coated, his mouth sore, and his lips parched and dry. The mouth should be rinsed after each feeding with pure water, to which a few drops of listerine have been added. (Two teaspoonfuls to a cup of water.) If this is done, there will be much greater likelihood that the child will retain his appetite. Milk, which is almost always given to the child in sickness, ferments if it remains in the mouth, and such fermentation entirely destroys the sense of taste. To rinse the child's mouth, cover your finger with

absorbent cotton, and carry it dripping with the listerine and water into every crevice of his mouth. If his lips are very dry, moisten them with vaseline or cold cream.

Visitors

The sick child should be let alone. No one should be admitted to the room except with the doctor's express consent. Probably it is impossible for the robust and well to realize how trying their presence is to a weak and suffering child. The child will recover more promptly if he is kept alone with his mother until far along in convalescence. Allow no visitors, then, except by express permission. This is one of the most important rules of the sick room.

When should the doctor be sent for?

It is sometimes very hard for an inexperienced mother to know when it is necessary to call in a physician. To her anxious eye, all signs of disturbance in her baby, however slight, are full of ominous significance — yet she does not want to be “foolish,” and so she hesitates.

Sudden loss of appetite, a chill, extreme pallor, high temperature and vomiting, are the

usual signs that precede illness. Every household should possess a clinical thermometer, for after such symptoms the child's temperature should be taken at once. Although a very slight disturbance often causes fever in infants, if any marked rise in temperature is found over 99° ($98\frac{3}{5}^{\circ}$ is the normal), it is safest to call in the doctor without loss of time. Take the child's temperature by placing the thermometer (after thoroughly shaking it) in the soft folds of the thigh, in the rectum, or in the mouth if he will permit it. Keep it in place from three to five minutes; 104° F. in a child usually signifies a serious condition, although in some diseases a child may be very ill and have practically no fever. As babies become ill very quickly, it is best to be on the safe side, however, and to send for the doctor as soon as there is a marked or continued rise in temperature, or when there are any symptoms of prostration, chill, acute pain, or general lassitude.

Make it a habit to wash the thermometer as soon as you have used it — in fact, before laying it out of your hand.

Teething

Be particularly careful of the child's diet during the process of teething. Watch him closely in every way, and at the first sign of digestive disturbance, be on your guard, ready at a moment's notice to change or dilute his food, or to call in the physician. While teething, children are usually fretful, they sleep poorly, and may lose their appetites. They have a curious little nagging cry, and try to alleviate their pain by biting their fingers and toys. They may even have slight fever; their weight often remains stationary. Many of the symptoms, however, that are attributed to teething are in reality due to carelessness in feeding. Therefore be continually on the watch for all the little points that have to do with the baby's food supply; for this can be the source of much of his trouble.

There are twenty teeth to be cut by the baby from his fifth to his thirtieth month. The two central lower teeth are usually the first to appear. Next are the four central upper teeth; these usually come from the eighth to the twelfth month. From the twelfth to the eighteenth month the other two lower central teeth and the four front double teeth

appear. Then follow the "eye" teeth, the "stomach" teeth, which appear between the eighteenth and the twenty-fourth months. The four back double teeth come between the twenty-fourth and the thirtieth month. These complete the first set. It is hard to give any positive rules about the first appearance of the various teeth; for the date differs so greatly — any marked delay in dentition, however, points to disease and should be investigated.

Give the child only suitable toys, such as rings of hard rubber or ivory, to bite on while he is teething; and watch his digestion and his food. See that his feet and legs are kept warm, and that he has plenty of water to drink. If he droops a little do not worry, but if he has high temperature and shows signs of acute trouble in his stomach or bowels, send at once for the physician, as during the period of dentition children are particularly susceptible to illness.

Ear Ache

Many babies have a great deal of ear-ache. But the ear, so delicate in its construction, is not easy for the mother to treat without experienced aid. Dry heat can, however, be ap-

plied without running any risk, and is a great comfort to the child. Cover the ear with cotton and apply a small hot-water bag. If the pain is severe, the child will be glad to lie down with his ear upon it, for it is very soothing and often entirely alleviates his distress. A soft rubber ear-syringe may be filled with warm water and poured into the ear several times. It is not wise to drop anything such as oil or laudanum into the ear without instructions from the doctor. If the pain does not cease after several hours of this simple local treatment it is best to seek advice.

Mouth ulcers

Tiny ulcers often come upon the baby's gums, and they are extremely painful. They may be cured as a rule by being touched with a little dry borax. The mouth when ulcerated should be washed with the boric acid solution after each feeding.

Croup

As croup is attended by much difficulty in breathing, it is always apprehended with the greatest terror by the mother. Simple, or spasmodic croup, is not particularly dangerous,

but it should be treated at once. If the child wakes up at night flushed, with a dry barking cough, and difficult breathing, give him five drops of syrup of ipecac every half hour until relieved. If the symptoms are very severe, give half a teaspoonful of the syrup every fifteen minutes until the child vomits.

A kettle steaming in the room will often give great relief to a child who is struggling with croup.

Colic

During colic the child cries sharply and frequently and draws his feet up, showing the pain also by contraction of the muscles of the face. First see that the feet are warm. Let the baby lie on his stomach on a hot water bag. Half a sodamint tablet may be given in a tablespoonful of very warm water. Warmth is the surest way to counteract the pain. An injection of half a teacupful of warm water and soapsuds is often a great relief. An extra flannel band about the abdomen is a great help in preventing colic, so also is a spice plaster, which may be held over the child's stomach for an hour at a time when he is in pain. Full directions for making a spice plaster will be found on page 154.

Sore eyes

A simple eye wash for children who have weak, red, or slightly discharging eyes may be prepared as follows: Boric acid two grains, borax five grains, to one ounce of rose water. Have this put up at the drug store, and use it freely, with cotton, or, when the child is old enough, with an eye cup.

It is dangerous to tamper with the eyes, and a specialist should be consulted at once if there is regular discharge, or any unusual appearance about the eyes.

Biliousness

Every five or six weeks it is a common thing to note in children coated tongue, poor color, and excessive irritability. This is pretty sure to come from some slight clogging of the system. Two teaspoonfuls of castor oil given at this time is a most valuable corrective.

A mild dose of this kind may be given without any danger, and it is not at all too often to make a practice of administering it to the normal healthy child every six weeks or two months. Castor oil can be taken more readily after a piece of ice has been held in the mouth for some minutes. It is not a pleasant dose,

but is one of the best medicines for children, and should be given regularly during infancy and far on into childhood.

Cold

Mothers often complain that their children are always "taking cold." To harden such children is difficult, for our natural instinct is to use every means in our power to protect a child whom we know to be sensitive, from any hardening outside influence. Yet it is necessary to use some strenuous method of treatment if the resisting power of the child is to be really stimulated. One very good way is to bathe the child's throat and neck with cold water every day. Following this, he may soon be taught to submit to a cold sponge after his bath. Let him stand up in the hot water, and, after turning on the cold spigot, sponge him briskly, first with tepid and then with cold water. This is a very good preventive for sensitiveness to cold.

The quickest way of curing a cold in the head is to spray the nose with a mild cleansing solution. Children, with a little patience, can be taught to submit to this form of treatment very readily. It should be used at once when there is any appearance of cold, or, in suscep-

tible children, after they have been exposed to infection, or during journeys and after being in a crowd.

Have a simple throat atomizer and put in it Dobell's solution, one teaspoonful to three tablespoonsful of water. Then spray each nostril two or three times, teaching the child to spit out the fluid as soon as he feels it in his throat. If the child is treated in this way from infancy he will have no terror of the process, and will allow his throat and nose to be sprayed as a matter of course. In children under two, this should be done only twice in twenty-four hours. Once before being put to bed, and once again about ten in the morning. In older children it may be done three or even four times daily. It greatly relieves the congestion back of the nose, and enables them to sleep with comfort even in the worst stages of a heavy cold.

Patent medicine

Never give your baby any form of advertised medicine. Neither is it safe to give him some concoction prescribed by a friend next door or a neighbor across the way. It is well known to those who have investigated the subject, that many of the "cures" and "soothing

syrups " are nothing but drugs or alcohol disguised in some palatable sugary substance. They should never be given by any intelligent mother to her child. If you are unable to command the services of a reputable physician, take your child to the nearest hospital clinic, where you will have at no cost to yourself the best advice and the most competent attention. No one should be allowed to prescribe for your child, and be chary of taking advice. Whatever you do, do not commit the folly of putting into your baby's stomach any of the destructive and poisonous combinations known as patent medicines.

How to help the doctor

It will be a great help to the doctor if you teach your baby early in his life to put out his tongue; take a pill; gargle; and allow his throat and eyes to be examined. Never threaten the baby with tales of "what the doctor will do if he doesn't behave." Tell the child that the doctor is his best friend, and teach him to be loyal and obedient. He must know that without his co-operation the doctor cannot cure him. The medicines and regimen advised by the physician must never be confounded in the child's mind with punishments for bad be-

havior, or evidences of a personal grudge borne against him by the doctor. Too often this attitude of mind is induced through carelessness of the mother, who should use instead every method of teaching her child the importance of giving obedient love to his physician. I know several babies — one two and a half, one three, and one four or thereabouts — who can take pills, show their throats, allow their noses to be sprayed and their eyes washed, all without a murmur. This has been accomplished by the parents, who have made the matter a part of their children's education from earliest babyhood, saving them much misery in after life.

Laxatives

Milk of magnesia, one teaspoonful in the two evening bottles is quite a harmless, and at the same time a most satisfactory laxative. Orange juice, given once daily, an hour before feeding, is also excellent. If the child is trained from earliest infancy to have regular habits, very little help of this kind will be needed. If possible, arrange matters so that it never becomes necessary to give an injection. Nothing can be worse than to cause the child to become a victim of this practice. He will soon lose entirely the power to have natural

movements, and the strength of his muscles may be interfered with for life. I, personally, disapprove highly of all forms of injections and suppositories. Regularity, and an occasional — very occasional — mild laxative is all that a well child, properly nourished and carefully fed, should require. He should be regulated through his food whenever possible, by diluting it, giving strained oatmeal, fresh fruit or barley water, as the case may demand. All medicine is hard on the child's digestion, and should be resorted to only when everything else has failed. The "hands off" treatment, and a carefully watched and well regulated diet should be all that the average healthy child requires. It is a system of treatment hard for the over-anxious, apprehensive young mother to follow, but it is productive of wonderful results.

CHAPTER VI

CARE OF THE WELL CHILD

The problems of childhood differ quite materially from those which confront the young mother when left alone for the first time, in full charge of her new born child. The only cares she had at that time were physical cares. To tend his little body in the best way that she knew how, to keep him well and strong, and to guard against disease. Now, added to all these cares, for they still remain, are new problems which she tries to meet with courage, understanding quite well how full of difficulties they are and how very easy it is to make mistakes.

As the child develops he presents a thousand problems — each seemingly more full of perplexities than the last. There is now a will to contend with, a personality. This is what makes the practical decisions of every day abound with so many difficulties. How far should the preferences and prejudices of a child be considered? This is often one of the hard-

est points for the mother to decide. In little things it seems wisest to give way. When a child wants anything he wants it so very hard, that if the matter is not vital, it is best in the long run to give in. But if there is to be any happiness for either mother or child, there must be a stronger will, and that will must be the mother's. She must rule without a question all the higher factors of her child's developing life.

The child of four or five must also have a daily regimen. Regularity and habit are just as important in childhood as in infancy. By keeping up with the same strictness the law of order and rhythm that pervaded his infancy, the precious traits of self-control and discipline are made fast in the child's life forever.

The nap

Influence the child by tact and diplomacy to take his daily nap as long as you can do so. It is seldom that this can be managed after four years of age, for all children will sooner or later rebel against it, but certainly it should be insisted upon up to this time, and longer if possible. The nap has a most salutary effect upon the child's nerves, calming him wonderfully, and preparing him to enjoy the remain-

der of the day without a storm. Many children are cross at bed-time because they are overtired, and if the daily nap could be insisted upon for all children under four, there would be much less friction in the average home.

Even after the nap has become a thing of the past, every child (particularly in hot weather) should rest for an hour in the early afternoon. Let the child undress, sponge his face and hands and lie down upon the bed, looking at pictures or amusing himself quietly during the heat of the day, and he will be far happier and less troublesome later on. Children get overtired very quickly, and parents should guard them against the nervous strain of exhaustion, and insist upon a rest of this kind even until they are quite grown up.

Exercise

Exercise, taken in the open air whenever possible, should be as important a part of the child's daily regime as are his meals. Until he walks with perfect ease, the coach or go-cart should be used a great deal of the time; but as soon as the child is strong enough to enjoy his own games, and is able to run about and amuse himself, it may safely be dispensed with. The older the child grows, the more he should

be out of doors. Exercise is the one thing he cannot do without, for it regulates his sleep, his digestion, his appetite, and, in fact, his whole life. A child over four may be taken out in all kinds of weather except in extreme damp, rain, or in very high winds. He will no longer be affected by the cold as he was during infancy. As the child leaves babyhood, he can be taught some simple calisthenics with great advantage to his muscular development. Tiny dumb-bells can be bought and the child instructed how to perform a few of the first exercises. A rainy afternoon may be spent in this way very profitably. In winter a regular drill, dancing, or dumb-bell figures will take the place of the outing, and can be performed in an open room—provided the child is wrapped up warmly. It is absolutely necessary for the growing child to have fresh air every day. Many mothers have found it most convenient to open a room in this way, and allow the children to play in it, when the regular walk for one reason or another was found impracticable.

The child's activities

The mischievous child is the child whose activities are constantly thwarted and mis-

understood. Beyond a certain point, it is impossible to repress these activities, and eventually they will burst out in all directions, particularly when too great an effort is made to keep them down. The result is that unattractive object, an unruly, overbearing, mischievous child.

When the child reaches the active age, there are many ways of meeting the problem. The most satisfactory way is to find definite employment for each activity as soon as its particular phase is presented.

Giving the child something to do which he believes is helpful to those around him is a wise way of meeting many of the difficulties that arise as babyhood is left further and further behind.

As soon as the child is old enough to understand he should be made in some way, however light, to feel responsibility. Children love to be important (even as their elders do), and nothing develops a child better than this feeling that he is a person of importance in the home life, and that his little duties are valuable to those he loves.

Whenever it is possible, there should be a place in the house devoted solely to the children. The normal child will always seem

troublesome and noisy if his amusements are restricted to the library or the parlor. The same child, if turned into a play-room appropriately fitted with objects upon which he may spend his surplus energy, will emerge after a long day of play, perfectly docile and content.

Nothing is more unbearable from a child's point of view than to have nothing to do. At once he becomes mischievous, noisy, and ill-tempered. His activities, representing as they do his mental and physical health, should be taken in hand and studied. He should be given something to do. The result will be most happy. The mother will have time to attend to her duties, the child will have something definite on which to spend the energies of his body and mind.

If it is impossible to give a room over to the sole uses of the children, let each child have at least one place in the home that without qualification is his own. A bureau drawer, or a shelf in a closet devoted to his own wishes will give him a feeling of proprietorship and responsibility that will develop him most astonishingly.

A child over four may have building blocks; dull scissors, with which to cut out from the pages of old magazines; a scrap book, in which

to paste; crayons and paints; and, if a girl, a doll with its appurtenances will mean to her a second life. Boys, even little boys, should be given opportunities to enjoy out-door sports whenever possible; and for rainy days, simple tools, such as a board with nails, a hammer and a saw. Every country child should have a garden, and to enjoy a pet of some kind is the inalienable right of childhood!

It is well to prepare for the children's play as thoughtfully as for their meals and clothes. By supplying natural and useful channels for the child's activities as they develop, the bridge between the fourth and tenth year is safely passed, and the child changes imperceptibly into the school-boy or girl of promise, energies well in hand, and fully equipped with powers of concentration and self-discipline.

It is sometimes hard for parents to be sympathetic with the restlessness apparent in their growing children. Their plans and efforts so often seem "foolish," their energies so seldom pointed in directions that to parental eyes seem profitable.

Yet this very sympathy is the one thing needful for the child to have, for, even at an early age sympathy begins to play a vital part in the life of mother and child. Without it

the field is indeed arid, for it is the rain and sky and blessed sun to both.

The bath and the teeth

The daily bath should still be given to the child. The habit, begun in infancy, of a thorough bodily cleansing every day is one of the most valuable of all the nursery rules. Cleaning the teeth must also be insisted upon. Precipitated chalk and powdered orris makes a very good dentifrice, and the child should be taught how to use it on his teeth twice every day. Many mothers are careless about this, with the result that a great percentage of children have hopelessly decayed teeth very early in their lives. As a matter of rigorous duty, children should be taken to a dentist twice every year. Parents who neglect this, prepare for their children years of suffering, poor digestions, and great personal disfigurement in after life. Whatever else is put aside, do not neglect the children's teeth. At five — or before, if decay is found — the yearly visits to the dentist should begin.

Diet

In childhood it is not necessary to take quite the same precautions regarding the food as

were found imperative during infancy. It is no longer necessary to buy certified milk. The bottles have either entirely disappeared, or are used only occasionally to tempt the child into drinking the required quantity of milk, for which he has shown a distaste. It is still important that the child's diet should be according to a given regime, and that the details of his food, its preparation, cleanliness and healthful properties, should all be under the strictest supervision.

Diet for the child of three

First meal, 7 a. m., or whenever he awakens: Half an orange, milk, oat-meal, grits, or any cereal, bread and butter.

Second meal, 11 a. m.: A glass of milk, or a little beef tea or chicken broth with a biscuit.

Third meal, 2 p. m.: A slice of turkey, chicken, mutton or beef, minced very fine, a baked potato with butter or gravy, bread and butter, and a simple dessert such as junket, rice pudding, baked apple, etc.

Fourth meal 6 p. m.: Milk toast, or a glass of milk and a slice of bread.

After the child begins to eat somewhat the same food as the older members of his family, and at the same time, there is no objection to

his having his meals at the table, provided he is not unwisely indulged. His food should be constantly supervised, and unless there is some trustworthy person to undertake the matter of his diet in a room apart, it is better for him to come to the table and sit beside his mother, where she can see and control what he eats.

Diet for children over four

Breakfast: Half an orange, milk, cereal and cream, bread and butter, and either boiled, scrambled or poached eggs.

Dinner: Clear soup, meat roasted or broiled, chicken hash or fresh fish, potatoes, baked or mashed, and as a second vegetable either spinach, stewed celery, cauliflower, hominy, plain macaroni, string beans, asparagus tops or fresh peas. For dessert: Rice pudding, corn-starch pudding, junket, baked or stewed apples, prune-pulp, sliced oranges, tapioca and apple, or any stewed fresh fruit or simple pudding.

Supper: Milk, weak cocoa, milk toast, bread and butter, stewed fruit.

Quantity

A healthy child may be allowed to satisfy his appetite at each meal, but must be taught to chew his food thoroughly and to eat slowly.

This is one of the hardest lessons to teach the growing child, but unless he overcomes his natural tendency to bolt his food, and learns how to eat quietly, he is sure to suffer in more ways than one, and to have his development materially retarded by a faulty digestion.

Eating between meals

There is one rule which the wise mother never allows herself to break. It is the rule which forbids all dainties between meals. A lump of sugar, a piece of candy, a biscuit at the wrong time, may upset the child's appetite completely, and ought not be allowed where the importance and the regularity of the meal-time is appreciated. Even a piece of bread between meals should be forbidden. By having a strict rule of this kind, the child comes to the table hungry, and leaves it only after having partaken of a full meal. To take the edge off the appetite by a sweet of some kind does not allay real hunger, and the child will feel it later on. Though unable to eat at the prescribed time, he will be faint with hunger before the next meal arrives, unless by the importunity of an unwise parent he is able to again spoil his appetite by partaking of another surreptitious meal.

Articles forbidden children under four

(With few exceptions, they may be withheld advantageously until the child is six or seven.)

Meats: Ham, pork, sausage, corned beef, dried beef, game, kidney, meat stews, liver and bacon.

Vegetables: Cabbage, carrots, fried vegetables of any kind, onions, radishes, raw celery, lettuce, cucumbers, raw or cooked tomatoes, beets, egg plant and green corn.

Desserts: All nuts, candies, pies, tarts and pastry; hot bread and griddle cakes; rich cakes, jellies and preserves.

Drinks: Tea, coffee, wine, beer, cider, and all alcoholic drinks.

Fruits: All fruits that are out of season; bananas; all canned and preserved fruits.

Lack of appetite

Under no circumstances should a child be forced to eat. If no appetite is shown, there is every reason to suspect that the child is not perfectly well, in which case to urge and force him to eat would be the greatest mistake. If your child shows no inclination for his food, first examine it carefully, to be sure that it is

properly prepared, and then find out if he has been eating between meals. If his food is appetizingly cooked and he has had nothing since his last meal, and still shows repeatedly no inclination to eat, there is surely something wrong, and it would be wise to consult the doctor. Do not give sweets or candies to the child who has a poor appetite. If simple food is refused, it is unwise to offer something indigestible to tempt the appetite. When the child is hungry he will eat, and until that time comes, forcing and urging or tempting him will do very little good.

But you must remember that there is a great difference in children's appetites. One of the most robust children I have known goes to school daily on a glass of milk and one slice of toast, while the other children of the family eat porridge, eggs, potatoes, rolls and cocoa. Yet she is the sturdiest of the lot. It is often hard to make diet rules for this reason. A small appetite is different from a poor appetite, however, and there is nothing in a small appetite to cause any alarm, whereas when a child who habitually eats largely suddenly fails and loses his appetite, it is usually an indication that his condition is in some way below par. Do not urge such a child to eat. Correct his

physical condition first, whatever it may need; see that he has regular exercise, and be sure that his food is prepared as daintily as possible. Give it to him only at the stated intervals, and never allow him to eat between meals.

A few recipes for the growing child

Stewed Prunes: Stew the prunes until quite soft and then rub them through a coarse sieve. Put this pulp back in the water in which the fruit was cooked and add a little molasses — enough to sweeten it — and let it cook for about ten minutes.

Baked apple: Choose a large juicy apple. Pare and core. Bake until thoroughly soft, and then strain and sweeten.

Chicken broth: Remove the skin and fat from a small chicken and chop it all up into small pieces — bones and all. Add salt. Add a quart of boiling water, cover and simmer for two hours. Then allow it to stand for one hour, still covered, after which strain through a sieve.

Blanc mange: Gelatine, $\frac{1}{2}$ ounce; water, $\frac{1}{2}$ pint; cream, 1 pint; white sugar, 3 ounces; vanilla. Dissolve the gelatine in the water by means of heat. Whip the cream, sugar and vanilla together. While the gelatine solution is

still warm pour in the cream and beat till quite stiff. Then pour into moulds.

Junket and egg: Add two eggs, beaten to a froth and sweetened with 4 teaspoonfuls of sugar to the pint of milk. Curdle with essence of pepsin or with junket tablets. Pour into cups.

Rice-milk:

Rice	2	tablespoonfuls
Cornstarch	1	teaspoonful
Milk	2	pints

Boil in a farina boiler until each grain of the rice is well cooked. It should be of a creamy color.

Chocolate blanc mange:

Granulated sugar.....	$\frac{1}{4}$	cup
Granulated tapioca.....	$\frac{1}{4}$	cup
Salt	$\frac{1}{4}$	teaspoonful
Hot chocolate.....	$1\frac{1}{2}$	cups
Vanilla	$\frac{1}{4}$	teaspoonful

Mix tapioca, sugar and salt; pour on gradually the hot cocoa and cook in a double boiler about 20 minutes. Remove from the fire and add vanilla. Pour into cold moulds. Serve with cream or custard.

Orange jelly:

Shredded gelatine..... $\frac{1}{2}$ box
 Cold water..... $\frac{1}{2}$ cup
 Juice of one lemon.
 Boiling water.....2 cups
 Sugar 1 cup
 Orange juice.....1 cup

Soak the gelatine in the cold water half an hour. Add the boiling water and dissolve. Then add sugar and fruit juice, strain through a very fine strainer or a cloth into moulds, and set away to harden.

Rice Jelly:

Rice 1 $\frac{1}{2}$ tablespoonfuls
 Cold water.....1 cup
 Salt a pinch
 Milk 2-3 cup
 The white of one egg.

Wash the rice and soak in cold water for two hours. Drain off the water and add the milk. Cook in a double boiler for an hour and a half. Strain through a fine sieve. Pour into moulds. Serve very cold with cream and sugar.

CHAPTER VII

DISEASES OF CHILDHOOD

In a general way I have spoken elsewhere in this book upon the subject of nursing and sick-room hygiene. There are a few points, that need additional emphasis, however, and a few suggestions still to be made concerning the nursing of contagious diseases, disinfectants, fumigation, and the care and protection of others in the infected house.

There are a number of diseases common to childhood, and few mothers are so fortunate as to escape a visitation from one or more of them. It is wise to know beforehand the early symptoms of such diseases, and how much fumigation is necessary when they are over; also the term of isolations required. In this chapter I will outline the most common of the diseases of childhood to aid the mother in making a prompt diagnosis, leaving the medical treatment entirely to the physician.

Points to be observed in nursing a contagious disease

The first thing to do is to remove from the room everything that cannot be thoroughly fumigated when the illness is over. It is often thought best not to use a mattress, but to cover the wire spring of the bed with several old comfortables which make a very soft couch and have the advantage of forming a highly sanitary bed, easily fumigated after the improvised bedding is destroyed. During scarlet fever or diphtheria the floor and woodwork of the sick room should be wiped up every day with a wet cloth which has been soaked in a strong disinfectant. Bichloride of mercury tablets, one tablet being dissolved in a pint of water, are usually ordered for this purpose by the physician, who will also direct how they are to be used. While handling disinfectants, the mother must wear rubber gloves. She should also wear a mob-cap whenever she is in the sick room, for it is particularly easy to carry the germs in the hair. When she goes out to take her daily exercise, she must change all her clothes, even to her shoes, having a fresh set of garments just outside the patient's room. If this precaution is taken, she can go

out with comparative safety, though it is better for her not to go into other parts of the house, but rather directly out of doors.

All bedding and soiled clothes belonging both to the patient and the mother must be soaked overnight in a disinfectant solution, then placed in a bag which has also been wrung out in the same solution. They should be lowered out the window to the laundress. These clothes, when boiled for an hour before being washed, cannot possibly carry the infection. An excellent preparation for this purpose is made as follows:

Sulphate of zinc	8 ounces
Carbolic acid	1 ounce
Water	3 gallons

This solution, or the bichloride tablets, must also be freely used in all the utensils about the sick room. When the patient is well and ready to leave the room, he must have a disinfectant bath, the mother also going through the same process. This must be followed by a soap and water bath. Then the room may be fumigated. To do this, all the crevices, fire-place and windows must be stopped up—even the key-hole. The substance that is to be used, usually a formaldehyde candle, must

then be ignited, and the room remain undisturbed for twenty-four hours. After the room is aired and cleaned, it should be repapered and repainted if the case has been a highly contagious one, otherwise it is sufficient precaution to wipe the walls (if painted) with a solution of chloride of lime (one ounce to the pint), or of carbolic acid (one drachm to the pint), and then scrub them with soap and water. Toys or books that have been used during the disease must be burned, as there is always great danger surrounding them.

Bichloride of mercury and carbolic acid, the disinfectants which are almost always ordered in nursing contagious diseases, are both deadly poison, and should be used only as directed by the physician who is in charge of the case. The tablets for making the bichloride solution should be kept in a locked drawer; and any of the solution that is left over emptied at once. The carbolic acid should also be under lock and key.

All dishes used by the patient should be disinfected and boiled before they are taken from the sick room. Never give delicacies or food that has been standing in the sick room to other persons, nor is it safe to carry flowers

or books from the sick room into other parts of the house.

Scarlet fever

The period when children are most susceptible to scarlet fever is between two and ten years of age. It takes from two to seven days, after exposure, for the disease to develop,—if seven days elapse after the exposure, and there are no signs of disease, the child may be considered safe. It usually begins with a very red throat, fever, and vomiting. If these symptoms ever appear in a child he should be isolated at once and a rash watched for. If there is no appearance of rash in two days, he may be released. Sometimes the rash comes first. It is a safe rule always to isolate at once a child who develops a rash until a physician's diagnosis can be secured. The rash of scarlet fever can never be mistaken for that of measles. Scarlet fever rash is a fine bright rash, or blush, granular in appearance: draw the finger across the chest and it will leave a white track. The throat is also inflamed, with white patches. The rash first appears on the neck and chest. It spreads thence to the face and abdomen. The rash is at its worst a few days after the first symptoms, and the

patient's hands and feet sometimes become swollen. He is conscious of a tingling stinging ache all over the surface of his body. It is when the rash subsides and begins to "peel" that the contagion is most likely to spread. As the patient is usually recovering at this time the mother or nurse is likely to become less vigilant. She must not let up in her care for one instant, for, though her patient may be convalescent, he is still capable of causing the disease to spread.

Scarlet fever is dreaded more for its possible complications, than for the effects of the disease proper. It needs the most careful nursing, for it may be followed by innumerable affections of the kidneys, heart, eyes, ears and lungs. Therefore, when the patient seems to be recovering, is the time of all others for the mother to double her watchfulness. She should send for the physician should the slightest change occur, and the physician must be the one to decide when it is safe for the child to leave his room, and when the house is to be fumigated.

Measles

To the average healthy child under twelve, measles usually *appears* to be of little con-

sequence. It must, however, be intelligently nursed because of its extreme infectiousness, and also because there is always a danger of the child's eyes, ears or lungs becoming involved, and such an involvement not infrequently ends in death.

The first symptoms of measles are very much like those of a bad cold. There is running at the nose, also at the eyes, and frequent coughing. At this early stage the disease is most contagious, and if the child, even before he is really ill, coughs and sneezes in a room-full of other children it is not likely that anyone of them will escape the infection. The mother must be on the alert for these early symptoms of measles and be ready at a moment's notice to isolate her child. The rash of measles comes upon the fourth day of the fever, ten to fourteen days after infection. It is first noticed on the face and behind the ears — sometimes on the neck. If one of a large family of children becomes ill with measles, it is a mistake to send the well children into other homes, hoping in this way to save them from infection. They have been already exposed to the disease in its most contagious stage, and should remain at home, for it is more than likely that they will be taken down with it

while away — thus infecting other households and causing an epidemic. In measles, isolate the sick child at once, but keep the other members of the house at home, that is, if they have been exposed to the first stages of the disease. It is three weeks before the patient is free from all traces of measles. After that period of time has elapsed, he may return to the family life, after a thorough disinfecting of his person, his room, and his belongings.

Diphtheria

The early symptoms of diphtheria are high fever, prostration, swelling of the throat, sometimes loss of voice, and a certain kind of patch upon the throat which looks like a slight gray streak across the tonsil. It is of the greatest importance that there should be no delay in summoning the physician — antitoxin, one of the greatest of recent medical discoveries, if it can be administered in the first stages of the disease, causes it to lose many of its terrors. The germ of diphtheria is supposed only to be carried in the discharges from the throat, mouth and nose of an infected person. These germs, or bacilli, will not develop in the direct rays of the sun, or in fresh air. Poor ventilation and impure air are what they depend upon

for their nourishment. This is why the disease is so much more prevalent among the tenement districts and poorer classes — and it is a strong argument in favor of plenty of fresh air in our homes.

If a membranous patch is discovered in a child's throat, or he has a bloody discharge from the nose, he should be promptly isolated until a physician's diagnosis can be procured. Everyone who has been exposed to the contagion should use an antiseptic gargle (Dobell's Solution or Listerine). Every precaution must be taken to prevent the disease from spreading, for it is one of the gravest of all the contagious diseases. The patient should receive the best care and nursing, for it is often followed by serious complications. Pneumonia is frequent, paralysis of the eyes causing temporary blindness, heart failure and anaemia. It is one of the most fatal of all diseases.

Whooping-cough

Whooping-cough develops from six to fourteen days after exposure to infection. Children under one year are particularly susceptible to it and are usually very seriously ill, often fatally so when they develop it at this early age. Older children are not nearly so acutely ill,

though it is one of the most trying of all the diseases of childhood. It lasts for three or four months, and during the greater part of that time the child must be isolated — at least isolated from all other children who have not had the disease. It is very difficult to diagnose. The first symptoms are like those of an ordinary cold, with slight fever. The cough, instead of diminishing, slowly increases, until the attacks are very often so severe as to be like paroxysms. These are attended with a drawing in of the breath (the whoop) vomiting, redness of the face and often partial strangulation for several minutes. To test whether or not the suspected disease is whooping cough, put a spoon handle far back in the child's throat and depress the tongue for a moment or two. If the trouble is whooping-cough, the paroxysm will be immediately brought on. This test, if repeated several times, though it is not infallible, is usually found to be correct. A simple cough will not be affected at all by this test. The spoon used for this purpose must be washed in boiling water, as it would surely carry the infection should the trouble develop into whooping-cough.

The acute stages of whooping-cough usually

last about four weeks. Pneumonia must be guarded against all through it. Good nourishment and fresh air are what the child needs — to keep up his general health. Medicine is of little good. Particularly should no advertised drug be given. The mother should be most conscientious in her warnings. She should tell all other nurses and children not to come too near, and keep hers entirely isolated when out of doors. If a child is heard nearby in such a severe spasm of coughing that it resembles whooping-cough, cover your own child's head with a shawl or handkerchief and hurry him out of the way. Prompt action under such conditions may save him from infection.

It is not necessary to fumigate after whooping-cough. Constant airing of the rooms should be insisted upon all through the disease. It is not usually practicable to keep the child isolated from the members of his own family, for he must have exercise, fresh air, and the freedom of the house, but he must be strictly isolated from all outsiders, and particularly from all other children. The diet needs most careful attention, and if at any time he should lose his meal by vomiting during the parox-

ysms of a coughing spell he should be fed again. It is well for the child to be under the care of a physician.

Mumps

Mumps is usually said to be carried only by direct contact, it is therefore probably the least infectious of all the contagious diseases. It requires two to three weeks to develop. The first symptoms are pain and swelling below the lobe of the ear. There is also great pain in moving the jaw. One side is usually infected first, the other following in a few days. The swelling lasts about eight days, but the child should not be released from quarantine for three weeks after it has subsided, for there is still danger of communicating it to others. There are usually no complications connected with mumps — fatalities being practically unknown. Children are most susceptible from four to fourteen years of age. A piece of flannel, heated and bound about the throat greatly relieves the pain, and the child should gargle several times daily with a mild solution of listerine and water. No solid food should be given while the fever lasts. It is not necessary to fumigate after mumps.

Chicken-pox

Chicken-pox may be carried by a third person as well as given by direct contact. The disease takes eight to sixteen days to develop, and at the second day of the fever a rash is seen upon the back and abdomen. It is most common in children up to six years. The cases are rarer as the children advance in years. The duration is usually from ten days to two weeks, but may last a month if the attack is severe. It is not a dangerous disease, but highly contagious, and the child must be isolated. He must not be allowed to scratch the vesicles which appear during the progress of the disease, for if he does he is likely to receive marks that will be life-scars. The body should be bathed every day, the severe spots of rash being treated with carbolized vaseline. The diet should be very light, and the rooms disinfected, though fumigation is not necessary.

Bruises

Cold acts upon the blood-vessels, contracts them, and prevents the elements of the blood from entering the surrounding tissues and becoming discolored there. Either a cold com-

press, or a piece of ice, therefore, should be applied as soon as a child has been bruised. Witch hazel is also an excellent remedy. A bruise upon the head may entail serious consequences to a young child and should be treated at once. There is no virtue in any of the favorite home remedies such as butter, an oyster or plaintain leaves, or rather no other virtue than that which lies in the fact that they are cold.

Fractures

If there has been an accident and a broken limb is the result, two persons should lift the child — one supporting the injured portion of the body so that it may not be jarred or further twisted out of place. He should be put at once upon a bed, and the limb laid out upon a soft wide pillow. Nothing further should be attempted until the physician arrives. Have hot water ready, and whiskey, which may be administered in small doses if the child grows faint.

Cuts

In trifling cuts, the wound should be thoroughly washed with hot water, and the flow of blood checked by pressure or by a few grains

of alum dissolved in water. Then press the edges firmly together and put several small strips of adhesive plaster across them to hold them in place. A deep cut requires the attention of a surgeon at once. When an artery is severed, the blood is scarlet, and flows in jets, or spurts. This should be checked by pressure on the vessel above the injured spot. When a vein is cut the blood is dark in color and flows continuously. This should be stopped by pressure below the injury. To make a firm pressure, tie a handkerchief around the limb, place a stick in the knot, and turn it until the blood ceases to flow.

Burns

As the pain attending even a slight burn is almost unbearable, the first thing to do is to give instant relief — all thoughts of healing are secondary. To give relief apply at once a saturated solution of baking soda. Then cover the burned portion with fresh lard or cosmoline and wrap it around with a dressing of cotton batting. Should the clothing stick anywhere to the burn, cut around it, and leave the sore untouched. To tear the clothes away would cause great injury to the flesh. If the burns are severe and much space is involved,

cover the burned area with sheets of cotton and call a physician at once, as the patient often succumbs, and always needs most prompt attention when the excitement is over.

Stings

When a child is stung by an insect, look at the swelling to see if the sting is still in it. If so, remove it with a pair of tweezers, or by pressing upon both sides of the wound. After this put a drop of aromatic spirits of ammonia or cologne upon it. Should the sting become very painful, or swell very much, a flaxseed poultice should be applied for a few hours until relieved.

Bleeding from the nose

To stop bleeding from the nose, put the child upon his bed propped up with pillows. Press very firmly upon the nose between the eyes. If the bleeding continues, stop up the nostril with a bit of absorbent cotton saturated with a solution of alum and hot water. Putting the feet into a hot mustard bath, or a piece of ice applied to the forehead or back of the neck are also ways of stopping obstinate cases of nose-bleeding. It must be checked as soon as possible, for it is very weakening, and the child

who is subject to it should not be allowed to play violently or become over-excited. The nasal chambers should be examined by an expert physician.

Cold with high fever

Give the child a mustard foot bath as hot as he can bear upon going to bed. Let him sit on the edge of the bed upon a blanket which is entirely wrapped about his feet — tub and all. Put two tablespoonsful of mustard in the bath, and keep pouring in hot water, as much as he can stand at a time. After twenty minutes wrap his legs in a hot flannel, or bath towel, and bundle him into bed. Dry him carefully under the covers. Rub his chest with camphorated oil and give him a hot drink of weak lemonade to induce perspiration. A little vaseline in his nose is helpful. If he is not better the next day, send for the doctor.

A chill

A chill usually precedes a serious condition, and a physician should be summoned at once. Put the child in bed surrounded by hot water bags. A mustard plaster may be placed upon the abdomen, and whiskey and water given frequently in small doses. Give no food until

advice from the physician is obtained — unless he should be greatly delayed in arriving. If food is necessary, give only the lightest mixture of milk and water, or whey.

Foreign bodies

Be very careful of foreign bodies that may enter the child's eye, nose or mouth. If there is a speck of dust or a cinder in the eye, pull the upper lid forward and down, allowing it to brush the lower eyelashes as it falls back in place. The child must look up as you do this. Tears will often float the cinder off, and they may be allowed to collect in the eye by pressing the lids together for a few moments. Never touch the eye with anything that is not perfectly clean, nor until you have washed your hands. If the eye has received any serious injury, do not lose a moment but obtain the advice of a specialist at once. Never apply fruit, tea leaves or vegetable poultices to the eye. The virtues of these favorite domestic remedies lies in the fact that they are carriers of heat and cold — the evils they cause may lead in a few hours to incurable blindness if not destruction of the eye. Inflammation of the eyes can be controlled by the use of clean cold or hot water compresses,

changed repeatedly every minute or two for a half hour, three or four times a day.

If a foreign substance has become lodged in the ear, extreme caution must be used in removing it. First see if the object will drop out, by bending the child's head over and pulling the ear upward and backward. If this does not succeed, try to wash the substance away with a warm syringe. If an insect has entered the ear, drop in a few drops of glycerine or olive oil. An old-fashioned way — very effective too — is to dip a camel's hair brush in strong mucilage and touch the foreign body with it, allowing it to harden there. When thoroughly adhered, gently pull away the brush and the obstruction will come also. If on close examination the object appears tightly wedged, it is best not to tamper with it, or to try any experiments, but to take the child at once to a specialist.

To remove a foreign body from a child's nose, close the opposite nostril, and cause him to blow; or better still, if possible try to make him sneeze. Should this fail it is best to consult the doctor. Do not lose any time when you are once certain that there is an obstruction in the nose.

If a foreign substance — a coin or button,

for example — is swallowed, never give an emetic. The risk is great in so doing of causing it to lodge in the throat. There is usually little to fear unless the substance swallowed should be sharp or pointed. If so, give the child solid food — bread, potatoes, oatmeal — which will surround the object, whatever it may be, and carry it safely through the intestines. If the foreign substance lodges in the throat, and the child chokes, turn him upside down and slap him between the shoulders. If it does not fall out, try to find it by inserting your finger — dislodge it if possible, even if you are unable to draw it out.

What the Emergency Chest should hold

A clinical thermometer.

A fine pair of tweezers.

An ice bag.

A hot water bag.

Scissors.

Ear syringe.

Small children's bulb syringe.

Throat atomizer.

Glass tube for feeding.

Glass drinking cup with spout.

A large quantity of absorbent cotton.

Several rolls of 2-inch gauze bandages.

Spool of adhesive plaster, 2-inch wide.

Court plaster.

Safety pins.

Unbleached muslin to serve as a sling.

Package of sterile gauze.

Dobell's or other alkaline solution.

Bicarbonate of soda.

Vaseline.

Whiskey.

Aromatic spirits of ammonia.

Flaxseed poultice

A flaxseed poultice is made by putting the flaxseed in a large china bowl, and adding boiling water, little by little, stirring all the time until the consistency is right. Then spread it about half an inch thick between two layers of muslin. Fold the edges of the muslin over, to keep the flaxseed from running out.

Turpentine stupe

A turpentine stupe is made by taking a piece of old flannel, wringing it out in hot water, and then sprinkling on it a few drops of spirits of turpentine. Cover it with oil silk while it is being applied. Remove it when the skin has the required irritation.

Bread poultice

Fill a muslin bag with bread crumbs. Soak it for a moment or two in boiling water, then squeeze it gently until it ceases to drip. Apply as hot as possible.

Mustard plaster

To make a mustard plaster, take a teaspoonful of mustard and three teaspoonfuls of flour. Mix them thoroughly on a plate. Add enough hot water to make a paste. Spread evenly upon a piece of muslin, and cover with a thin strip of gauze. Apply and do not remove until the surface is quite red.

Spice plaster

Equal parts of ground ginger, cloves, cinnamon, allspice and one-fourth part of cayenne pepper. Sew the whole in a small flannel bag. When the plaster is to be used sprinkle it with a few drops of whiskey, and apply it very hot. It may be used repeatedly.

Importance of noticing early defects in children

It is very important to notice as early as possible any defect that may be present in your

child, so that by recognizing it, and, if possible, by correcting it, he may be saved from what would otherwise prove a serious handicap to his development. Nothing handicaps a child so hopelessly as to be without the full use of all his natural faculties. The mother's eye is sometimes the last to see such a condition, and therefore many months — even years — are lost, during which the child might have been undergoing treatment, or studying how to correct his deficiency, whatever it may happen to be.

Eyesight

Children suffer mentally more than they do physically, when their vision is poor and is allowed to remain uncorrected.

One of the "bad boys" in a public school not long ago, was found by the examining physician to be in need of glasses. As soon as his deficiency was corrected, he picked up in his lessons, and steadily advanced toward the top of his class. Lack of the proper vision had made him backward, and as soon as it was remedied, he began to advance. His "badness" disappeared before the absorbing interest of a world that he had never rightly seen before.

Every child who is old enough to go to school should have his eyes examined as a matter of precaution. Many children are unjustly called "stupid," "backward," "queer" because they are unable to see, and for no other reason. It is doing an innocent child an irreparable injury to allow false pride and hatred of the "horrid glasses" to step in and prevent his receiving the proper attention at your hands when he shows signs, however faint, of needing it. Eye strain will soon make a child nervous, irritable, peevish, and even in some instances incorrigible. He will also become mentally deficient, for he will be unable to keep up with his class. Before branding a child as "stupid," take him to an oculist and have his eyes examined. The result will probably hold great surprises, and your ugly duckling may turn out to be a swan after all.

Enlarged tonsils — Adenoids

When the child shows difficulty in breathing, sleeps with his mouth open, and is much subject to cold and catarrh, it is probably because there is an obstruction in the back of his throat or nose, or because his tonsils are enlarged. If a throat of this kind is not taken in time to the physician (who will either

treat it or operate upon it) the result will be most unfortunate for the child. He will soon become "run down," pale, anaemic, and an easy prey to disease. A surgeon will have to decide upon the advisability of operating — many times it is not necessary — but it is the mother's duty to have the child examined before the nasal or throat obstruction does its work and drags him too far below par to be easily re-instated. Thin, delicate, nervous-looking children are often made so by their inflamed and constantly irritated throats. Local treatment, or operation, changes them as by a miracle, and they begin instantly to "pick up" in weight, health and spirits.

Deafness

Children may be quite deaf before the defect is noticed by their parents. When it *does* become apparent, no time should be lost, for this condition is sometimes very difficult to correct. If you think your child does not hear well, hold a watch — the usual man's watch — twenty inches from his ear. This is the proper distance, and if he cannot hear it until it is held much nearer, he should have attention at once. Deafness is often dependent upon the throat conditions, and deaf children are usually

found to have large tonsils and adenoids. In some instances, however, it is the ear itself that is defective. In any case, the matter should receive prompt attention, for deafness is one of the greatest burdens a child can carry. It affects him morally as well as physically. He is likely to become slow, suspicious, backward, and, to the outsider who does not appreciate what he is struggling against, indifferent.

Stooping

Try in every way to counteract in your child the tendency to stoop, as soon as he first shows it. Do not "nag" and worry him by constantly reproving and criticising. This will never effect what you wish. On the contrary, his fault is only likely to be accentuated. Try to encourage him to do better by an occasional compliment, and see that he is physically in good shape. Stooping is more often due to bodily weakness than it is the result of carelessness. Strengthen the child by administering a good tonic. Send him to a gymnasium, and let him have weights in his room to pull every morning. Try a brace if all else fails, and should the symptoms be marked take him to a physician, for many children suffer greatly

from curvature of the spine, which, often getting worse as they grow older, eventually amounts to a deformity. Build up the child's physique and consult a physician if he does not improve. Stooping is a condition that must be corrected at once, before it becomes a fixed habit. It may be due to near sightedness.

Stammering

Stammering is an affection easily cured in youth — impossible to correct as one advances in years. A child who stammers badly should receive treatment from some one who makes such treatment his specialty (there are schools in some cities for the correction of stammering), for if he reaches manhood without having learned how to overcome his defect, it will then be too late. Stammering is sometimes due to nervousness, general debility, or depression after illness. Children who have been ill will often stammer during convalescence, but will stop as soon as they have had a change of air, and have recovered their normal health. Stammering also may be caused by defects in the teeth, lips, tongue, or palate that a physician is able to remedy. If your child stammers, first build up his general health, and,

if possible, give him a change of air. If this does not prove sufficient, call in a physician and have a thorough examination made. Do not let the matter escape attention. Every day is important, for only in childhood can the defect be entirely overcome.

Delicacies for the convalescent

Beef tea

To a pound of finely minced beef must be added a pint of cold water. Let this stand for an hour, stirring it occasionally. Put the vessel which contains this mixture into a saucepan of water and allow the water to boil gently for one hour. Strain, and flavor with a little salt. It will be seen to contain a fine sediment which should be taken with the liquid.

Chicken jelly

Clean a medium sized fowl, remove the skin and fat, chop it all very fine and place in a pan with two quarts of water. Heat slowly and skim several times. Let it simmer for about six hours, and add a little salt or parsley. When cool, skim off the fat. This may be served as a jelly or it may be heated.

Milk punch

To a glass of milk add one teaspoonful of brandy or whiskey, a teaspoonful of sugar and a little nut-meg. Shake with a milk shaker and serve very cold.

Egg-nog

Beat the yolk of one egg thoroughly with a teaspoonful of brandy or whiskey, and add it to a glass of milk. On top of this mixture put the white of the egg beaten very stiff with pulverized sugar. Half an ounce of lime-water may be added if the digestion is weak.

Oatmeal gruel

Two tablespoonfuls of oatmeal, one salt-spoon of salt, one scant teaspoonful of sugar, one cupful of boiling water, one cupful of milk. First mix the oatmeal, salt and sugar together, and pour on the boiling water. Cook for thirty minutes, then strain through a fine wire strainer. Place again on the fire and add the milk, heat just to the boiling point, and serve hot.

Arrowroot blanc mange

Mix two tablespoonfuls of arrowroot with a little cold milk. Put a pint of milk on the fire and let it boil, then add the arrowroot paste. Flavor with sugar and vanilla or lemon, and stir until it thickens sufficiently. Pour into a mould.

Whey

Milk 1 pint
Essence of pepsin 2 teaspoonfuls

Heat the milk moderately and add the pepsin. When firm beat with a fork until the curd is entirely divided, after which strain.

Diet for a child who is convalescing from a fever

Breakfast: Poached or boiled egg, or cream toast. Cocoa.

At 11: Milk punch, egg-nog, chicken or lamb broth.

Dinner: Light soup, chicken, steak or chop, rice pudding, tapioca, or baked custard.

At 4: Milk punch, egg-nog, or a cup of broth.

Supper: Milk toast, watered toast buttered. Wine jelly or baked apples. Hot milk.

CHAPTER VIII

EXAMPLE — OBEDIENCE — THE CHILD'S QUESTIONS.

When the bewildering and delicious months of babyhood are past, and the child reaches the end of his second year, he begins to show the marks of personality that will shadow him throughout his life. The world is wonderful, full of discoveries, and knowledge; he strives with all his tiny might to get what he wants. He has tasted the fruit of the forbidden tree, he knows good from evil. He has also found out the parental weak spots, and hourly he is acquiring the dangerous knowledge of how to use them for his own ends!

Seeing all this, the mother realizes that she has come face to face for the first time with the problems surrounding her child's individuality. Hovering about him are the faint shadowings of inherited traits — a vague continent only half defined, from which, nevertheless, strange impulses and suggestions reach him as his life unfolds. But for these in-

herited tendencies, the mother has entirely in her own hands the great task of directing what is to be written by life and experience upon her child's mind.

Parents, whether they will or not, have to accept this responsibility, for in the first few years of his life the child sees everything through their eyes, and all that he finds out about the mysteries and wonders of existence will be found out with but few exceptions from them alone. Example, however we may shrink from admitting it, is the secret of parental influence. Stronger than all the sermons ever preached, more powerful than the severest flogging, example has brought about results in stubborn little hearts when everything else has failed; it is the keystone in the arch of home training without which all the other blocks refuse to hold, and fall away.

What is the mother to do, who fully realizes her responsibilities, and who wishes to leave no stone unturned in her efforts to help her children to become good men and women?

She owes them companionship. While they are still in their babyhood — and oh, how short a time it seems when looked back upon in after years — they need their mother's daily, hourly care. She must give it to them. No nurse,

however faithful, can entirely take her place. The mother has only a few short years to do her work in, for the greedy world is waiting just outside the nursery door to take the child and his only half-discovered treasures away from her forever. She must be quick to study the individual characteristics of each child as they begin to unfold. With one hand she must be constantly preparing the ground, protecting her children from nervous and physical strain, and building up for them strong bodies. With the other, she must just as continually plant the seeds that are to fashion and control their higher life.

It is wise for every mother, very early in her career, to take a serious look into her own nature; for her smallest action, be it wise or foolish, will sink with astounding rapidity into the receptive minds of her children. The mother who wishes to obtain the best results will try earnestly to control her own actions, knowing that to the child's passionate loyalty and his genius for imitation, personal goodness in his own mother will be more than half the battle toward the cultivation of the same virtues in himself.

Every mother wishes to have a noble son, but few mothers realize that such sons are made

in the nursery, and that even by his third birthday the baby-child begins to gather to himself the weakness or strength that is to mark his future self. She must begin to train and influence him in the nursery, and from earliest babyhood she must impress upon him a few simple yet fundamental rules. The first lesson he must be taught is the great lesson of life — obedience. Obedience is the keynote of all the other virtues, which cling to it, and are built upon it. All that he becomes as he advances must depend for strength and color upon how perfectly he has learned it in his youth.

Obedience

As soon as the child begins to creep, his fingers fly unerringly toward what is bright. Soon he is able to draw himself up beside the table or the desk. From that moment there can be no peace in the family life until he is taught the value of obedience. For a while “you must” and “you must not” constitute the two-tone chord of his life. There is only one way to teach obedience, it is to be most careful in the matter of giving commands, to use the voice of authority so seldom that when it is heard the child capitulates without asking why.

But there are moments, and every parent meets them with a sinking heart, when the wills of mother and child come to a dead-lock. The command is given, obedience is refused, and they stand facing each other, with anxiety reflected from the mother's face down into the tiny mirror wherein she looks, and trembling, sees herself. There is nothing then but a sterner repetition of the command, and quick retribution if it is not obeyed.

The question of how and when to punish every mother must decide for herself. There is no doubt but that corporal punishment is sometimes followed by serious consequences to the character of the child, often arousing nothing but the very worst side of his nature.

There are so many little ways of making a child "mind." A wise parent will try every appeal to his better nature first, and use a hundred pleasant devices in her efforts to reach his reason and bring about a willing rather than a compulsory obedience. When all these fail, and the wills of both mother and child clash hopelessly, there is but one possibility for the mother—the exaction of obedience, yea, though the heavens themselves seem falling about her ears.

There are many simple ways of chastising

children that appeal more to the views of the modern parent, and are quite as efficient as the old-fashioned corporal punishment without which it was in other days thought impossible to properly bring up a child. For instance, putting to bed, tying to a chair, fastening one hand behind the back, or depriving him of some coveted toy or privilege. When the child is still in the white heat of passion it is best for the mother to take the way of least resistance until the worst of the temper is spent. If she shows no anger herself, and carries the child away, where he can be alone until his agony of mind is over, she will find that it is then possible for her to make that appeal to his reason which will teach him in a way no violent punishment at the time of rebellion possibly can. The child feels his own position very keenly when he loses his self-control. To aggravate his misery by blows or commands, when he is not in the physical condition to understand them, seldom brings any good result.

One of the secrets of gaining prompt obedience from children is to make very few matters points of contention. To overlook continually is what the most successful mother does. In this way she puts off the evil hour of conflict

by nursery diplomacy of the most finished kind.

A child who is treated in this way, very soon learns what is meant by the tone of command, so seldom used by his parents, that it has kept all the undimmed luster of its first dignity.

To be successful in exacting obedience there must be no threats, nor must anything be offered the child in the way of a bribe. A wise mother will shun both as unworthy the high calling of her motherhood.

After having given due consideration to the nature of her baby's temperament, the mother must carefully make out and follow a well defined plan of treatment. The child must be made to realize, perhaps by a few sharp lessons at the beginning, that punishment after disobedience is as inevitable as the rising sun, and that a command once seriously given is never revoked.

When the child has learned the absolute necessity of obedience, one of life's greatest lessons has been learned. Everything that follows, taught both at home and at school, is founded upon the first lesson of obedience, which lesson half learned or badly learned is the worst preparation for life a child can pos-

sibly have. If he obeys cheerfully and willingly he is always welcome. Outsiders very soon feel the power that has been given him by his home training, and respect him without always knowing why.

In order, then, to exact prompt obedience, a mother must be willing to overlook much when necessary. Much overlooking of small faults, combined with a few decided battles; an absence of wavering in the parent, with quick retribution when it is inevitable. These, distributed at the hands of a wise and sympathetic mother will soon teach the youngest child obedience, the first great lesson of his life.

We seldom realize how very quick children are to grasp a situation, to know just when and where they can take advantage, and just when it is advisable to capitulate. There is nothing more utterly demoralizing to the young mother than her first efforts to control a lusty, passionate, wilful, adorable child.

But the mother must realize at the beginning of each day that patience is of more value to her than hours of nervous effort, and that cheerfulness in herself will wonderfully brighten the road that the little feet have to travel. "Don'ts" come up so quickly to a mother's lips! It is surprising how many "don'ts" are

said every day to children who are really doing nothing in the least harmful to themselves or to other people. If a child is provided with toys, and a place of his own in which to play, there will probably be small occasion for commands of any sort. He will amuse himself for hours at a time, and be far happier than when contending with the temperaments—or shall we say the tempers of his elders?

The child's questions

At three years of age, the normal child should walk and run with perfect ease, have cut all his first teeth, eat regularly and almost as older children eat, and talk a great deal. His mind is just beginning to assert itself and guess its own powers. He is able to reason a little, draw conclusions, listen to stories, "make believe," and play with his toys intelligently. His conversation, though it often seems unintelligible, appears so chiefly because his power of speech lags so far behind his mental pictures, and he is unable to keep pace with them in words. The child's mind makes enormous strides between three and five, and we can often see the light and shadow of impressions and emotions passing over his face so quickly

that they are gone before he has been able to find one word with which to interpret or communicate them.

After three the child begins to ask questions. Here again is the mother's great opportunity. By answering her child's questions she unconsciously controls his point of view and directs his nascent powers. It is nothing short of criminal to turn a deaf ear to the questions of a little child. As he climbs up into his mother's lap, or throws his arms around her neck, his lips invariably frame the same word, the eternal "why." Exactly according to the answers he receives will his development progress. With every question that comes from his troubled little heart satisfactorily answered, the child takes a decided step onward into life. A careless, hurried or untrue answer causes him to fall backward, baffled and distrustful, a step behind the period of mental growth which prompted him to speak.

We should remember that children have no way to learn but by questions. All the avenues which later on lead them toward the great world and the busy people in it, are still closed. As life — the rich, the mysterious, the perplexing — unrolls its pictured ribbon before them, they have no past experiences to draw

from, to help them to understand. They are very sensitive, they have no vocabulary in which to express themselves, the early development of their brain is such that they cannot put any but a disproportionate value upon the sights and sounds which puzzle them day by day. How, then, is the little child to fight against these odds — to gain knowledge of the appalling facts that rule destinies and events outside the nursery walls — how place himself in a position to cope with the overpowering and dominating personalities who know everything, and to whom he must be subject? Only by asking questions.

And as the child gradually advances, and his spirit puts forth sturdy shoots toward life, his only true teacher, it is his mother who stands as go-between, and who has the serious duty of training this spiritual output, of helping him to a right understanding of himself, and of showing him how best to utilize the superabundance of energy which is his priceless gift. It is during those hours of close companionship, when the child asks "why" and the mother answers, that the gradual shaping of his ideals is accomplished, and the foundations laid for all that may develop of good in after years.

With the beginnings of real growth will come many questions that are most difficult to meet. Yet if a child has enough intelligence to ask a question seriously, the person of whom the information is required has no right to withhold it. No child is too young to receive proper instruction upon any question that is puzzling his little brain, and the very fact that he asks, makes a truthful answer the only kind that will satisfy him. Even if the information is only partially understood, the effort of the parent to explain, and the knowledge to the child that he has been taken seriously, inspires confidence, and contributes to his growth.

The best guide for a mother, as this problem of how to answer her child's questions arises again and again in their daily life together, are these words of St. Paul: "Speak the truth in love." Mothers who are willing to take the time to do this earnestly and prayerfully, will live to reap their reward.

Never laugh at the child's questions. Laugh *with* the child; but not at him. He is very quick to realize the difference, and will join with you in a laugh at his own mistakes, when his keen perceptions and sensitiveness to ridicule cause him to shrink from being the object of a joke, even to his mother. How easily

children are wounded, and how quickly the eager look fades out of their little faces, and, curiously enough, how long a time it takes for them to become reassured and for confidence to be reinstated. The best training-school for the mind of a little child is in the garden of his mother's love. There, he can never lose his way, and there the highest fruits of his spirit will ripen gradually without forcing or effort. A mother who realizes this will close her child safe within her tenderest thoughts. She will welcome every question he asks, and answer truthfully, knowing that upon the wisdom of her answers, and upon her ability to satisfy his growing soul, the whole fabric of his after-life depends.

CHAPTER IX

BAD HABITS OF CHILDREN

A child is not born with any of the bad habits common to childhood. He acquires them; either through the ignorance of his mother, who does not realize that "it does any harm," or by a lack of moral courage in her that prevents her from pitting her will against his, thus stopping in him a suspicious tendency before it becomes hardened into a habit.

A little moral courage and daily watchfulness are all that is needed — but the mother must have both — to guard the new baby from falling a victim to any of the unfortunate habits standing near at hand in the life of every little child. They wait with great persistence for the smallest opening through which to enter. Their object is to fasten themselves upon his weak susceptible nature, attack all his vulnerable points, and once having gained a foothold, they are likely to follow him through life. Only the child's mother, with her strong instincts and perceptive care for his

well-being, can be his instrument of defense against their tyranny. Her insight first sees the undesirable tendency beginning to take root in his small being, and then conquers it for him by tact, perseverance, and common-sense.

A word then to mothers, concerning the bad habits they are sure to meet in their daily experiences in the nursery, and of the best way to correct and overcome them once they are discerned.

Disobedience

As soon as the child walks and talks he develops a will. This individual will showing in her baby is one of the young mother's first surprises. He wishes to do things; he moves forward to accomplish his desire; he puts firmly aside her "Please don't, darling;" he disobeys. The stronger the child's character, the more frequent are the domestic thunderstorms.

Disobedience is more often the expression of an overwhelming desire in a little child to accomplish something of great importance in his eyes, than it is deliberate naughtiness. If the mother is not very watchful, however, of her own attitude toward his disobedience, she will soon find that it has developed into a habit, and that in childhood he puts aside her com-

mands with the same indifference with which he disregarded the "Please don't" of his babyhood.

To guard against the habit of disobedience in her child, the mother must summon to her aid all the angels of tact, love, and insight. She realizes that a disobedient baby soon grows into a disobedient child, who in turn is soon a disobedient boy well started toward a lawless youth. There are two suggestions for the mother who would inculcate in her children the priceless gift of willing obedience. The first is to be very sparing of her "don'ts." To make very few points of conflict in the nursery, so that a command is never given unless backed by reason and judgment. The second suggestion is that when such a point is once made, obedience, even at the point of the sword, shall be exacted instantly, and in full.

Whining

It is the mother alone who is responsible, in families where the children are continually whining. There is no characteristic more unattractive in a child than that unfortunate habit so many of them possess, of uttering in a shrill monotone their lamentations, requests or expostulations, jumping at their mother's side or

clinging to her skirt quite regardless of her pre-occupation. Unfortunately, the mother who has brought such a state of affairs about, must herself correct it, no one can remove from her shoulders the weight of her own mistakes. The habit of whining can easily be corrected by giving the child instant and complete attention when he first speaks, with an occasional rebuke at the unloveliness of his manner of questioning her. Children naturally wish to be given full attention when they address their parents. The mother who refuses to her child the simple gratification of sincere and undivided interest when he speaks, is sure to find in him sooner or later the miserable habit of whining, which may cling to him for years.

Thumb-sucking

Thumb-sucking is a habit so common to children that hardly any baby escapes from at least a mild attack of it. It is a perfect tyrant once it establishes itself in the nursery, and should never be allowed even for a moment by the mother who is watchful for her child's best development. The results of thumb-sucking are usually these: enlargement of the tonsils, protruding teeth, distortion of the roof of the mouth, flat thumbs, restlessness while asleep,

breathing through the mouth at night, coughing, discomfort during illness, and a decided susceptibility to cold, owing to the constant inflammation of the tonsils, which makes of them very hot beds for the growth of disease germs. If the habit is taken in time, while it is still only a tendency, it can easily be corrected by the use of mitts, sold for the purpose, or made at home. If the habit has already become marked, the thumbs must be regularly painted with oxgall or liquid quinine, the taste of which is usually quite sufficient to break the habit. In obstinate cases the child's hands must be bandaged. No effort is too great to expend if the result means banishment forever of the unfortunate habit of thumb-sucking. Biting the nails, a habit equally common and equally unattractive, may be treated in the same way.

Rocking at bed-time

The child is yet to be found who is either happier or better for having been rocked to sleep. On the other hand, we have many instances on record of increased nervousness and irritability in babies as a result of the habit. It is equally important for both the mother and the child that this habit be broken — or what is better still, never formed — for

they are both quick to feel its ill-effects. By it the mother loses the most valuable hour of her day, the hour in which she wishes to lay aside her household cares, and enjoy the companionship of her husband. She has every right to this hour, and nothing short of extreme foolishness on her part should cause her to dedicate it to the rocking of her child. Regularly, at the same hour every night, the child should be bathed, fed, and laid in his bed in a darkened room, where he should stay until morning, with the exception of a night feeding during infancy. If this rule is carried out from birth, there will be no clash of wills, but if the too-indulgent mother once stays beside her baby, or lifts him from his crib after he is put there for the night, he will demand the same attention every evening until it is soon a firm and fast-rooted habit, governing his life, and hers, inexorably. Three nights of discipline are sufficient to teach the baby the lesson of all lessons most important for him to take to heart — namely that he must turn over on his little side and put himself cheerfully and happily to sleep, while his mother, who has been so devoted to him all day, enjoys her well-earned evening of rest. It is equally important for the baby's health as for the mother's nerves,

that he should never, even if ill, be rocked to sleep. If he is tired, and his mother wants to cuddle and rock him, it should not be done at bed time, but rather at the twilight hour when little ones grow weary, or in the heat of the day when they want a rest or change of position. In this way there will be no danger of forming a habit.

Slang

The slang heard by children at school and on the street with a dreadful fatality soon becomes part of their own speech, and the habit of using incorrect and improper words is probably the most difficult of all bad habits for the mother to correct in her growing children. In some ways it is hardly fair to blame the child for contracting this habit. Environment, and his ready genius for imitation are really responsible, and the child, unconsciously, is made a victim of both. There are several ways of breaking up this habit. Be very careful what kind of children are allowed intimacy in your home. It is wise to practice a strict doctrine of elimination in regard to the school and street friends your child will be sure to make, often without your knowledge. Your knowledge and consent will be needed, however, if the

various intimacies are to thrive, and here you can put your strict veto upon the undesirable, and cultivate the desirable; in this way blocking off those friends whose language and manner point to a careless home training, drawing closer such children as seem gently nurtured.

Children absorb everything that comes within their range with equal rapidity — good and bad words are both drawn into the child's intelligence by the same law — therefore to counteract the influence of incorrect speech, use always yourself the best forms of English at your command. Not prudish copy-book phrases, but the strong, sound, wholesome words with which our language is blessed. Never cut off the ends of your words, nor allow slang to creep in to your sentences. Pure English spoken in the home is one of the best ways to counteract and overcome slang. Then there must be the constant, tireless — but always kind — correction of the fault. Remember that there is a time in the life of every normal child when he will be particularly susceptible to the allurements and delights of using slang. Be a little tolerant just at this age, but at the same time see that the words do not become so securely embedded in his language as to form life habits. Con-

trolling a child's friendships, speaking good English yourself, and the daily correction of his faults of speech, should help you greatly in overcoming and finally breaking forever the unattractive habit in your children of using slang.

Untruthfulness

It is a very sad moment for a mother, when she is brought face to face with the fact that her child has not spoken the truth. Untruthfulness and deceitfulness in a character are poisons that soon cause the deterioration of the whole, however good may be the other traits. There are few better ways of influencing children to be truthful than by example. It is nothing short of a sin against the child's soul for his parents to tell him anything that is not absolutely the truth. Yet how many mothers and fathers have formed the habit of telling their children whatever may come into their heads to turn off undesired questions; of exaggerating, of "fooling" them. These parents are sowing the seeds of untruth broadcast in the impressionable soil of the young child's mind, and are themselves chiefly responsible for the serious failing of a lack of truthfulness in the child that later darkens and shadows the

career of the man. Children often get into a habit of petty lying at school. Only the highest standard of morals and honor in the home will counteract this tendency, and gradually impress itself upon the child as the nobler, better way. Never doubt your child. It is the surest way to make him deceitful. Be candid with him, truthful in your smallest word or action and you will be doing to the fullest extent of your power your part toward cultivating in him the blessed spirit of truth, without which the finest character loses so much of its potential force.

The passionate child

The passionate child is a great problem to his mother. She often looks at him, writhing on the floor, his little face crimson, and his hands clenched, and asks herself what she can do to tame him, and teach him aright, and help him to know and control himself. Although passionate outbursts of temper are usually faults of temperament, or may have their origin in his physical condition, there is after all much in allowing the child to be passionate as a matter of habit. Such children carry into middle life a scowl and pout, never seen on the faces of children who have

been taught early the valuable lesson of self-control. To break a child of the habit of showing his temper in public, simply refuse to allow him to remain within sight of any member of the family. Do not reason or scold with the passionate child, for he is in no condition to listen. Begin when he is a tiny baby, and when he is in a fit of temper carry him away, where he will be perfectly safe, yet quite alone. Study his disposition and try to obtain a right understanding of his nature. There is a great deal of gallery-play after all in a child's exhibition of passion, and he will very soon cool off when there is no audience. At the very first sign of temper, then, shut the child up alone, and never attempt to argue or talk to him. When he is quite recovered, and his little body still heaving with sobs is held close in your arms, tell him what you want him to be, and try to show him in pictures easy for the little mind to understand how great a thing is self-control, even in a little child.

Telling tales

The common habit among school children, that of telling tales on one another, encourages the meanest side of their nature to grow. All

children wish to bring home their joys and sorrows. Whilst these remain impersonal, or treat of school life along general lines, the mother need not feel anxious, for indeed it is necessary that she should learn all she can about that side of their life from which she is in so many ways shut out. But she should refuse absolutely to listen to gossip or tale-bearing about friends, neighbors or school teachers, for only in this way can she break in her children the unlovely habit of tattling to her and to one another about the affairs of other persons. Children should be taught while they are still very young, that what they see in their own home, or in the homes of friends, is sacred. Their sense of honor in this respect should be continually stimulated by a determined unwillingness in the mother to listen to gossip or tale-bearing, even in their mildest forms. It is surprising how quickly the sense of honor, dormant in all children, will respond to this form of treatment, and what good results of character and disposition it brings with it.

Destructiveness

Parents often complain of the spirit of destructiveness in their growing children, which shows itself in an utter disregard of the per-

sonal belongings of others. This habit — for it is nothing but a habit — can be corrected by giving the child something definite to do. The energy of the developing child is something quite outside of the comprehension of most parents. Therefore, not understanding it, they punish it as an offense. On the other hand, activity is really that thing in the child which aids most in his growth, and which is most indispensable to him if he is to develop properly. Children, when they reach the destructive age (and all of them do) should be given a place in the house where they may be turned loose for a part of every day. A board with nails to drive into it has cured many boys of the habit of kicking and hitting the furniture. Plenty of paper, pencils, crayons, paints, scissors, and a place to use them, has turned the tendency in unnumbered children from pure destructiveness, to a definite form of occupation. Children must romp and play, but the way to turn this habit of careless destruction to something less harmful, and in the end perhaps instructive, is to allow them to vent their energies on toys and games provided for the purpose. Do not crush the energy and enthusiasm of healthy, robust children — use it, give it employment, try to understand it.

Crying to be taken up

Children very quickly learn the power of their own lungs, and when a hearty cry brings mother, grandmother, sisters and aunts to the cradle with toys, sugar and endearing epithets, it does not require many such efforts for the baby to learn the full range of his new power, and to use it most tyrannically. It is a wise rule for the mother to adopt, never to indulge her baby when he cries. It is best for her to attract his attention and win him back to smiles before she takes him up or gives him the wished for toy. If this plan is not followed, the baby, as he grows older, will make himself most objectionable to everybody outside the adoring family circle, by crying for everything he wants, and by expressing his smallest wish in immediate and lusty yells. How shall he know better if older heads have indulged him, and even taught him the very trick that brings so much discomfort to other people? A few weeks of strict training along the lines of no indulgence at the time of crying will soon teach him a lesson that will make his entire childhood happier, and certainly make him more lovely and acceptable to his friends and to the world at large.

To correct the habit

To the mother who is attempting to break her child of any one of these bad habits, there is one thing needful for her to possess. It is an unfaltering yet at the same time perfectly kind perseverance. Scolding, nagging, fault-finding, only emphasize in the child those very qualities she would correct. Children, with the quick instinct of wild animals, instantly scent wavering in a parent. Therefore, be firm, not cross. Say little; act. Children respect action, and are the very first to respond when they feel that a genuine effort is being attempted for their good. Every child is an unconscious criticism upon his parents. He is the sum total of their blunders, and the white slate of his nature carries many black strokes against their management of his life. Mistakes we every one of us must make in the bringing up of our children, but let us not be ignorant! Let us, especially we mothers, give time and thought to our children's future, and, working back from that future as we see it in our dreams, endeavor to fit them for it by means of that present which is so truly ours, and in which we are helping them to live to-day.

Imagination in children

Children possess one golden asset which is more or less lost to those who are higher up in the scale of development — imagination. It is by this ladder, and do not think that it is frail or made of dreams, that they most often climb up into the land of reason and hard facts. Once there they knock the enchanted ladder from under their feet, never guessing that it was a good fairy in disguise who will never visit them again. On each step of this ladder of imagination the child pauses to ask questions of those who have already made the ascent. Exactly in proportion to the amount of truth and love with which he is answered, will his confidence and power to mount increase.

The imagination of a child runs along in two quite separate lines. There is the passive phase, in the glow of which the child lives and breathes without any particular effort of will. In a kind of subconscious half-light images pass and repass, impressions are received, changes take place. He is not consciously piloting those changes, but nevertheless they do take place. This is very different from the active phase, where his imagination builds

vigorous dream castles, clothes brain people to live in them, tumbles them down, rebuilds them; directing events, making conversations, and playing with an energy and intensity that is remarkable. In these plays the crude poetry of the child's nature is always breaking out, where, half-veiled by ignorant remarks it lies hidden for those who care to stoop to read. Facts dropped by older people are grasped at with passionate eagerness, and the child begins at once to clothe them with the bright colors of his brain. Imagination takes them up, and they are changed. Butterflies are flying flowers; trees are the homes of little birds; low shrubs are hiding places for the fairies; holes in the earth are the portals of elfdom; and so it goes. This quick response of the imagination in children is one of the most interesting of all the varied phases they present, and the delicate piping notes of their fancy are in a great measure within our hands to guide.

Words are continually pouring from a child's mouth, showing with what intense rapidity his mind works. Listen for a moment to the monologue, and you will find that he has surrounded himself with a host of unseen companions. Over and over again you

will hear a certain name, probably that of an imaginary friend, who is far closer to the little one's heart than any "grown up" can understand. A mother I know has to treat with the greatest respect the imaginary friend of her little girl of three. A chair has to be provided for her at table, food offered, toys presented, conversation arranged so that she may be included, all with a gravity never once broken in upon. The imaginary good-night kiss given, her own little daughter goes happily to bed, holding out her hand to her silent companion. The mother heard her say one evening, when she had trudged to the top step of a long flight: "Hurry up. Don't be fo flow." This child derives the utmost comfort from her imaginary friend, whose unobtrusive little shadow will probably follow her faithfully until a real friend breaks the charm by presenting the more solid joys of actual companionship.

Fear

Unfortunately the plays and imaginations of children are not always happy. Lurking on the outskirts of their life is always the mysterious, the alarming, the dreadful. The same quick play of fancy that guides a child in his

happiest moments, will just as quickly direct him toward anxious and apprehensive thoughts. Some very painful hours are spent by children in fear of they know not what, and in anxious watching for some hidden evil that never comes, though it is so pitifully anticipated. Superstitious words, spoken by ignorant nurses have more than once cast a gloom over the bright mind of an imaginative child; and dark, hidden or perplexing thoughts should be kept away from him by the same rigorous watch as in disease and want. Physically healthy children are not often troubled by these unhappy brooding thoughts, and they are usually an indication to the mother that all is not right with her little one. In perfect health, the momentary wanderings of the imagination toward unpleasant fancies will do no real harm, for the child will soon throw them off in the absorbing hours of play, when he practically ceases to be himself.

Toys

At this time in the child's life toys begin to play a very important part.

The meaning and ethics of toys deserves more consideration than the average parent usually gives. The words of one of Helen's

babies, "We don't like buyed dolls," holds a world of thought. By supplying mechanical animals that walk, dolls that speak, and woolly lambs that "baa," we are dwarfing the child's imagination, and curtailing the power meant to be exercised in his life, by toys. Toys are really only framework for the child to hang his dreams upon, and the old-fashioned toys, conspicuous for what they could *not* do, provided hours of play for their young owners, whose ingenuity had to be called upon every moment to supply deficiencies, and whose opportunity for "pretend" was therefore unlimited. It is a farce that so orders the child's play that he must sit still in his little chair, while a grown-up, who knows nothing about the joys of "pretend," makes elaborate preparations for winding up and showing off costly mechanisms that improperly bear the name of toys. "Don't touch," is all that he hears, and presently the animated dog, or beautiful talking doll, is laid away on the top shelf of the nursery cupboard until another day. No child develops his imagination with such toys as these. So early in life does the ego pronounce itself that the dearest play-things are those the child has made himself. The turning of a soap box into an express

wagon has caused thrills in the hearts of many little boys, that no glorious painted object from the best toy shop could ever rival. Making a rag doll all herself has provided endless hours of intense pleasure to hundreds of baby girls. "Having everything," which parents fondly think will make their children happy, very often does quite the opposite. Discontent always follows selfishness, and an idle brain very quickly makes children cross and unruly. Having nothing, on the other hand, teaches the little mind to be inventive (the greatest mental pleasure we have), and causes it to look for its playthings among the left-overs of the family life.

Little things cause such a child unbounded delight, and in his happy, active brain are ideas and ideals which visit very few rich babies in their crowded nurseries. This may be the reason why so many of the great creative geniuses of the world have come from the poorest surroundings, where all the light they had was from the candle burning within their own souls, and where individual effort, and self-expression was their sole joy. In providing toys for children, the end in view should be the development of the imagination, for on this quality will greatly depend the

happiness they will be able to draw out of life.

The ability children have to give a personality to that which is totally inanimate, is one of their best and most wonderful gifts. Toys are alive, and must be tenderly handled; animals have feelings that may be easily hurt; consideration must be shown for all the family of broken and disordered dolls. One little girl of two saw her first crescent moon through swimming tears, for to her acute imagination the poor moon was "broke" hopelessly and forever. Another little girl was so tender of her doll's feelings that she would not allow her mother to speak of the fact that the doll was not real, for "she had been trying all her life to keep the doll from knowing that she was not alive."

The power of endowing playthings with personality is one of the sweetest sides of childhood, and the consideration and love bestowed by a little maid upon her disfigured doll, shows that she is unconsciously, yet nevertheless surely, laying the foundation for a useful life of sympathy, tenderness and womanly tasks. The boy who labors and struggles over the different parts of a mechanical device he is trying to construct, is prepar-

ing for his fight with the great world, which, standing at the gate of his childhood, beckons him onward to years of consecrated and patient toil.

Children put all the vigor of their growing selves into their playtime work, and one of the secrets of keeping them at home, is to give them one room in the house, which is their own. This room, fitted up with simple toys, books and tools, provides them with building material for their imagination to work upon, and we see it changed many times a day into a background for all the shifting scenes, dramas, and heroics their little brains desire to invent. The child to whom the events of play are vivid, and the reality of make-believe intense, is very likely to possess, when he develops, able opinions and a creative mind.

Like all great actors, the child is absolutely unconscious when he plays. He seems to be in a kind of hypnotic trance, and he plays much better where there is no interference nor suggestions from without. A child whose mother was once reading aloud, when asked if he could quite understand, answered, "Yes, perfectly, if only you do not start explaining." This shows better than any complicated argument how the child's world is perfect unto

itself. His inner vision needs no promptings from older heads. In fact the full development of the child's imagination is best reached in a solitary world, where, at the first sounds of the footfall of a grown-up, his genius for make-believe, and his pretty tricks of fancy, "fold their tents like the Arabs, and as silently steal away."

The child's table manners

As soon as the child is old enough to receive and understand correction, his table-manners should be taken in hand, for there is a grace that comes with good manners, that the mother can ill afford to let him grow to manhood without. In other words, he should be gently and systematically shown how to use his little spoon, how to drink his milk without spilling, and how to eat his bread and butter with propriety. Besides these things, he must be taught to ask politely for what he wants, and to be quiet and gentle while in the company of others. It is never too soon to make a point of these, the small things of life, for they rapidly come to mean so much, and to act very strongly for or against the growing child in his contact with other people.

As the child emerges from babyhood, it

usually becomes convenient for him to take one meal at least daily with the family. Then it is that the difficult task begins, for he must learn how to control himself at table, and how to fall in line with the prescribed etiquette of the family.

Home-training in manners is always more or less dependent upon how strictly the parents themselves conform to rule and precept, for it is by the sure way of example that parents teach good manners as well as the other lessons of life to their children. But besides example, in this case, there must be constant oversight and daily, hourly correction, if the wayward, ignorant, hungry little child is to be permanently graced with the gift of attractive table-manners. The first step toward accomplishing this is to avoid daily slurrings of whatever rules the mother sees fit to make. There should be no such thing as "company manners" at the table. The mother whose intelligence and capacity bounds the home, must set a certain standard for her table, and she must see that it is lived up to. Every meal should be served correctly — no matter how simple it is — for by this means only are the little niceties of life protected. It is a great temptation to the mother of many children to

grow lax in her attentions to the details of her table. Nothing can be more unfortunate, for at once the whole tone of the home is lowered. She must set a standard — simple enough to be lived up to — and she must stimulate in herself the desire to keep her ideal unblemished. She must use every effort to prevent herself from becoming slovenly. By example and daily correction only will she be able to teach her children, while at their meals, to do by force of habit that which is correct.

The first thing to be carefully overlooked is the position of the child at table. Does he stoop, does he lean over his plate, does he slouch down on his left arm while eating with the right hand? First of all examine his chair. It should be the right height, with rungs across it for his feet, and it should have a long straight back and narrow seat. If he is placed in the proper kind of chair no excuse for stooping should be accepted, for he must learn to sit upright and gracefully at his meals. Before the quick word of blame is spoken, however, it is well to give the matter of his chair some thought, for a child is sure to stoop, and can make no progress in acquiring good manners, if he is uncomfortable in his seat.

After the chair is arranged for, and the proper attitude at table understood, it is time to take up the matter of how he is to handle his fork and spoon.

The child should feed himself with his right hand, keeping the left one always in his lap. It is such a temptation for him to facilitate matters by pushing the food on his spoon by means of his left hand, that this rule of keeping it in his lap should be insisted upon. It is surprising to those who have tried it what a great help this simple rule is in training the child at table, and also what a dignity and grace it adds to his position while eating. Occasionally a small piece of bread may be used as a "pusher," but he should be urged to eat entirely with his right hand, his food having been previously cut up and arranged conveniently upon his plate. Nothing is more unappetizing to a stranger than to sit at table with a child who is allowed to finger everything about him. The habit of holding both his hands in his lap when not eating, and the left one almost throughout the meal, will do much toward keeping the straying little fingers away from the objects surrounding his plate. Once out they are sure to get into all sorts of mischief.

A rule should be made about this from the day the child first comes to table.

Soon the child will begin to use his knife and fork as well as his spoon, and must be taught how to hold them. Many a child has his appearance at table quite spoiled by an awkward way of doing this, which can very easily be corrected. The first thing necessary is to provide him with a small table-set of his own, the better to enable him to carry out instructions.



The Child's Tray

It would be impossible to hope for grace in a child who must make his delicate maneuvers with the same heavy silver used by "grown-ups." The spoon or fork should be taken lightly in the right hand, as near the end as possible. To grasp the spoon close to its bowl, or the fork near its prongs is most awkward. The knife should be used as little as possible by children. It is unwieldy and dangerous, and once their meat is cut up it should be removed from their plates. However, when

the child grows old enough to be trusted with it, he should be told to hold it in such a way that his fore-finger escapes the blade. The knife should be held near the end of the handle, the fore-finger resting above the point where the handle joins the blade. These things seem almost too trivial to consider, and yet how many men and women have fastened upon them forever remnants of bad manners they have failed even in maturity to overcome. It is those persons whose table etiquette remained uncorrected as children, who so frequently show their ignorance to the world as grown men and women.

A child can be taught very early in his life to eat and drink noiselessly. He should also be told — and repeatedly told until he obeys — only to take small pieces of food into his mouth, and to chew them slowly, always keeping his mouth closed. When these points are observed by children, it is a sure sign that they have been trained by careful parents, for unfortunately such graces do not come to them naturally. Children, in the matter of eating, are very like little animals, and to train and cultivate them requires endless thought and patience. Noisy eating and drinking is after all only a habit, and it is very easily corrected.

While being shown how to drink, the child may also be told to wipe his mouth before and after he lifts his glass to it.

It comes naturally to most children to pile food upon their bread. Every child sooner or later indulges in this unlovely habit. Nevertheless it must not be allowed if the child is to have correct and attractive table manners. His food should be eaten with his fork, which he holds in his right hand. His bread, already spread and cut in slices, should be taken in his left hand, and eaten separately.

To "pick bones" at the table is decidedly inelegant. While he is still in the nursery, the child may be allowed the pleasure of sucking a chicken wing or biting and chewing the savory end of his chop. At the table, however, this is not permissible. Besides being awkward and unlovely, it is impossible for the child to take a bone up in his fingers without necessitating a thorough washing of hands and face in hot water when the operation is over. If this is done at table it is hardly appetizing to the other guests, and if he is removed to have it done elsewhere, conversation is stopped and the whole room is soon in confusion.

When the meal is finished, the child should be shown how to place his knife and fork side

by side upon his plate, and fold his bib. He should never leave his spoon standing up in his cup. The spoon should be used only for stirring the milk or cocoa, and when this is finished it should be placed immediately in the saucer. If he asks for the reason tell him that for one thing a cup with a spoon in it is easily upset.

Talking at Table

After these, a few of the practical details of the child's table manners, have been corrected, he shows yet another side, which requires as much, if not more, guidance from his mother. It is his mental attitude, or personal manner while at table. The child must learn the difficult task of making himself and his wishes subservient to the general trend of talk going on about him. Until he has been taught that he must not interrupt, there will be little peace at those meals to which he is allowed to come. The conversation, continually above his head, must be allowed to go on, and he must not utter his shrill complaint, or enforce the attention of his mother while she is occupied. To whine for forbidden dainties, to beg for extra helpings when he has once been denied, to interrupt and con-

tradict and talk boisterously, all this must be overcome if the child is to really possess in any degree the grace of good manners.

Children, unfortunately, by nature are sure to show at some time impatience, rudeness and carelessness at table. To counteract this, the mother must be constantly watching and correcting. To be firm, gentle and self-controlled is not easy. Endless patient reprimands are necessary before "Please" and "Thank you" become life habits. "Such a little thing," you say — ah, yes; but how attractive in a child! Gentleness, unselfishness and consideration for others follow in the train of good manners, and such softening influences as these, no mother can afford to let her child be without.

It does not do for the mother to plead want of time or preoccupation when it comes to giving her child the advantages of home-training in table manners. Nowhere is she so present in her child as when he is invited out to dine. He carries with him the expression of her effort, he is the outward and visible sign of her daily strivings in his behalf. Ignorance in table etiquette clings to a child all his life, and no matter how well educated he may become, some of the crudities of his neglected youth will hang about him, and be a daily handicap.

CHAPTER X

THE AWKWARD AGE

The period of the child's life when he is most disappointing to his parents is probably that time of light and shadow between his twelfth and his fifteenth birthday. It is called the "awkward" age, and it is indeed awkward in more ways than can be enumerated at a first glance.

Many moods and vagaries show in the child during these years. So unexpected are they it is hard for the mother to realize that they are by nature sporadic. Instead, she feels that they have come to stay, and fear and disappointment take possession of her heart. She is the last person — when rightly she should be the first — to acknowledge that they are a part of his developing personality, and indicate no fundamental change of any kind.

Instead of thinking him peculiar, unnatural, "queer," she should realize that in showing this strange side of himself he is only normal.

He is following the new star in his life, and his obedience to it marks the adolescent youth of all ages.

The star is the sense of personality that has suddenly quickened in his life. For the first time he realizes that he belongs to himself. He has his hand upon the throttle of a new power, and he is delirious with the joy of it. This fills him with an exuberance never reached by him again, even through all the delights of his maturer years. The wise mother reverences this, and leaves it undisturbed.

At this time of dawn and sunrise the child is very difficult to handle. Only by the utmost patience and self-forgetfulness can the mother retain her place as confidante, when, with the first stirring impulses of individuality, her child begins to fight his battle for moral and physical freedom.

We must not forget to look at these years of development from the child's point of view. Full of vague dreams and aspirations, he is particularly sensitive to a rough touch or harsh word. His presence offers little pleasure to anyone, for he is full of whims and vagaries, which are fit causes for impatience in others. He is usually quite as much of a torment to

himself as to his parents. The green shoots appearing above the brown earth of nursery tea and gingham pinafores are very tender, and as they grow the mother must try to smile on them, for if she turns away they will quite surely lean out toward another sun, and perhaps never bloom in the home garden at all.

The Power of Sympathy

Would it not be well for mothers to prepare themselves to meet this ordeal which is lying in wait for them, long before it actually comes, by realizing that their children are separate beings, endowed with temperament and attributes quite as individual as are their own? Mothers very often make the sad mistake of denying their little ones the rights of personality. The first joys of awakening personality which run riot in a child's nature, once felt, are too often the death knell of parental authority. Only sympathy will avail to tide over the necessary time which must elapse until the child emerges of his own volition from the unlovely clouds of anarchy and chaos. At this trying period of intimate home life, when she has safely reared her little ones, and led them to the door of individual life, sympathy is the only weapon left for the mother to use.

Greater than coercion, stronger than tears, never failing, once it establishes its kingdom in a human heart it has been the power which many times has led wilful girls and truant boys back to sweetness and submission.

How can a mother establish the sympathetic relations for which she longs, yet which seems attended by so many difficulties? Chiefly by example, good-humored forbearance, and lack of criticism. There is no influence like example, and a wayward child will respond to it when argument and coercion are powerless to avail.

It is very hard for a mother to school herself to patience when she sees her child committing daily follies before her eyes; but forbearance at this stage will pay better in the end than any other course. Faith in the noble principles she has herself instilled earlier in his life will surely be rewarded. To avoid actual collision, with all that it brings in its wake of strife and bitterness, is one of the surest ways of attaching the vagrant little heart to herself. A congenial atmosphere in which to unfold his own particular kind of bloom is what the child's nature craves, and the efforts of the mother to impose her own personality upon him, meet with very little success. The

stronger the child's nature, the greater is the indulgence and leeway necessary, but a few well defined rules thoroughly understood, must be held over him for absolute unqualified obedience until he is of age.

How true it is that one of the most difficult things for a mother to understand is the existence in her child of characteristics fundamentally different from her own. A dull, phlegmatic mother sometimes finds herself trying to control a talented, high-strung daughter. Her course is often one of continual fault-finding. The girl has "nerves," and the mother laughs and scolds and does not understand. When a cultivated and artistic woman, who has had aspirations for her children from the hour of their birth, finds her swans turning into unmistakable geese, she cannot alter things by taunting them with their failures, or by trying to impose upon them the training she desires. Differences, incompatibilities and disappointments are sure to occur, and when strong individual traits appear in a developing child, his mother should try not to put herself in the way and cry "stop" — however great may be her temptation to do so. The result is pretty sure to be only a shattered, saddened parent, and a more determined child, who will

soon disappear in the distance without even looking back.

The mother must often do nothing but watch and love, when her whole soul is one energy of devotion in behalf of her child. It should help her to realize that all the seeds of the child's future life are germinating in him when he is thus beginning to "grow up," and that her unshakable faith in his better self will do more to help him conquer his weaknesses, than any homilies she may invent. This faith is sure to act as rudder, and finally it will bring the little ship about, headed for home. It will carry a wonderful white sail pointed high into the heavens, which sail is the child's own self, won by the mother in patience, trust and love.

The growing boy

It is one of the signs of his approaching manhood that the growing boy should wish to escape from the authority and restraint of home. Being ignorant how to guide or control his life renders his situation awkward in the extreme. But this ignorance is the very step by which he mounts to an understanding of life and of himself. In the mother's personal disappointment and apprehension for her child's future, hard words are out before she is aware.

This is her great mistake, for the bitter thoughts expressed at this time are never forgotten. The boy's sensitiveness seems abnormal, and he absorbs impressions, good and bad, with greedy haste. Without the utmost tolerance, wisdom and self-control on the parents' side, misunderstandings are bound to occur. Although forgiveness comes when the turbulence of adolescence cools, it is then often too late to re-establish the first relations of simple trusting love.

The Child's friends

There is one way open to the parents, of influencing their boy at this time. It is a simple way, so simple that it has been often overlooked. It is to make it possible for him to entertain his friends in his own home, instead of meeting them at street corners or in public places. By this means a watch can be kept over him, in so light a manner that it is quite unsuspected.

The parents must first choose a good school for their boy. By so doing they fulfill their duty of at least starting him in the right direction. Then, by making it convenient for him to see his friends within his own home, they will be able to guide him gently, without

arousing his suspicion, and perhaps guard him entirely from the temptation of making undesirable friends.

One of the greatest dangers a boy runs is that of making unworthy friends. For the comfort of conscientious parents, let it be said that the boy who is gently reared, and carefully nurtured among good people, will seldom attract to himself any but like-minded boys. If he should do so, let the parents question themselves, for there has been something wrong in their management of his life. There is a knot of bad boys in every community. A little experience of their habits will soon disgust the child who has been carefully brought up. He will soon find his own level, and will be drawn into a circle of friends who will encourage and help him onward. Home influence is everything to a boy when he is tempted to throw in his lot with unsuitable friends. He knows he cannot bring them home, and that he would be ashamed to introduce them to his sister. This love and reverence for home, planted in the boy's heart when he is a child, will grow stronger with every step he takes in life, and will more often than not keep him true to his highest self.

The father can do much to instill into his

growing boy high principles and a love of the truth. These qualities are not developed overnight, they are the fruit of long years of thought, prayer and example. In the end the boy will profit thereby, and will find when he emerges from the awkward age, that the instincts of truth and honor planted in his soul as a little child, have grown bright and strong and will be lights to lead him into the way of a noble and incorruptible manhood.

What attributes should parents seek to help them in directing the nascent instincts appearing so strongly in their growing children?

To begin with, insight, patience, humor and health; a willingness to give themselves, which parents are so strangely loath to do, and self-control, which is indispensable if they would themselves control. Even with all these, and a most earnest desire to prepare the child efficiently for life, parents confront a problem full of puzzles and perplexities.

People often make the common mistake of thinking that children are easy to understand. Unfortunately it is just the reverse. The child, as a social factor, is being studied today over all the world, and yet the child problem is still unsolved.

In the soul of the little child, the most com-

plex instincts, and confused elements are at war. Children cannot be classified, labeled and ticketed, as are some of our other modern discoveries. Every child that is born into the world bears the burden of the mistakes and follies of his ancestors, written indelibly in the tissue of his body, and the limitations of his brain. Heredity and environment combine to make his fight for individuality more difficult.

The child comes into undisputed right over himself at just the time of greatest personal weakness. Still possessing the judgment of a child, and a child's restricted point of view, he suddenly finds himself inheritor of the whole gamut of human passions and possibilities. Life opens before him in a blaze of wonder and joy. Everything is possible, for he still believes in himself. This period from twelve to sixteen is the most critical of all ages. Stanley Hall calls it the age of temporary insanity. The child has found Aladdin's lamp, and everything he touches turns to mystery and gold. Anything may be expected of him. He feels that he is the "tad-pole of an archangel," and longs to find his wings.

Development goes by leaps and bounds. Unseen preparations are going on while the roots of the plant feel their way down into

the earth. Suddenly the bud slips its silver sheath, and the new spirit takes its abode where only the child ran riot the day before. Apparently there are no intermediate grades; the soul shows its face from time to time, with added attributes, gathered we know not where, and it performs its holy tasks in silence and mystery.

Set a high standard

What must the parents do who, watching over the child, desire beyond all else that the instincts arising in him may be nurtured and firmly fixed for good?

To give the child a high standard is one of the best ways to teach him to control and understand himself. Expect of him always the noble acts and sentiments you would have him possess. Never allow him to think he sees in your eyes the hesitancy of doubt, the momentary dimming of the eye of faith. Imitation is one of the child's strongest qualities and seeing actually present in his parents the high standards they talk to him about will do more toward helping him to live an honorable life than all the words, explanatory and otherwise, that were ever written upon the subject.

For a certain number of years the child must necessarily see life through his parents' eyes. To appeal to his imagination by touching upon all the noble accidents of daily life with truth and understanding, will guide him in forming his own judgment. This will greatly help him towards a satisfactory comprehension of himself. He will put none but the best interpretation upon all the new ideas brought home to him in the course of his development, and he will think purely upon subjects, which, as he matures, he will find it needful to consider.

In his heart of hearts, every young person is firmly convinced that he is going through emotional and mental experiences never felt by any living soul before. Children at this time frequently turn against home, wish to run away, imagine themselves cruelly treated and misunderstood, crave solitude, and become nervous, imaginative and unnatural. Only the most delicate touch of the parental hand is tolerated. It is just here that parents are usually found to be so sadly wanting, and yet it is after all the mother's golden opportunity.

The same child who shrinks from coercion and advice will often respond at once to gentleness, wisdom and example. Praise, instead

of fault-finding, will do wonders toward opening the hardened heart of the growing child. Ridicule and sarcasm must be eliminated. To be willing to answer questions truthfully often gives to the mother the much needed glimpses of her child's inner conflicts. But the most valuable gift she can bestow upon him is the instinctive knowledge of her unerring support and faith. "E'en though he slay me, yet will I trust him," is the true motto of motherhood, and only a child utterly devoid of noble and generous instincts will fail to struggle hard that he may surely reward that faith, with bright gifts of personality and achievement.

The mother's own eyes are the most critical that will ever gaze upon her child, and her heart responding quickly to his noble impulses, will be the first to detect the false notes of character, which strike sometimes so softly that the whole world is ignorant. But the mother knows.

The father's influence in the home

It is unfortunately very easy for boys and girls to fall into the habit of thinking of their father as "too busy" to care, or too much outside their intimate life of every day to be consulted upon small questions, having to do

with school, friends, amusements, or their reading. Thus the father gradually finds himself pushed aside, and when important crises arise, where a father's judgment would be of the utmost service, he is totally without the power to influence them.

There are many difficulties in the way of companionship between father and child, even in cases where the parent fully realizes his responsibilities and wrests time from the pressure of his business to try to come closer to his little ones. The difference in age can never be entirely overcome, try as he may. It is impossible that his point of view should coincide with that of his child, and a restraint and bashfulness is the result. This reserve, so unwarrantable from the father's point of view, is one of the trials of parenthood — and unfortunately there is nothing for it but a patient acceptance, as it is without remedy. To fight against it only brings hostility, and a parting of the ways, sometimes forever. It is absolutely necessary for a father to understand that his opinions cannot be imposed upon his children. He must remember always they are individual souls, and though he may lead them, they can never be driven if they are worth their salt.

The Child's Personality

What is the best course to pursue when a father wishes to draw near to his growing children, sharing their life wherever possible, and be their strong helper, ready sympathizer, and firm friend?

A fundamental principle, without which nothing can be accomplished, is a due regard for the rights of personality. Every one, even a young child, expects his separateness from other people to be acknowledged. This cannot be disregarded, even by a parent. The father must realize from the moment it begins to be, that his child is a separate human being, who may have gifts differing widely from his own, and who must be guided, never driven, toward the relation of sympathy which it is his wish to establish. In homes where the children are silent, uncommunicative, avoiding their parents, the cause can usually be traced back to the unfortunate habit of ridicule — absolutely fatal from the lips of father or mother, often unrealized by the parents themselves, who in a crisis would give their life-blood for their children, but who are unable to control the biting words and witty sarcasms, the scars of which their children will remember

when their hair is gray, and carry with them to the grave.

It would be a great help in the matter of establishing sympathy, if the father would make it a point to devote some time daily to his children from earliest babyhood. What father is not better for romping with his children? And from a simple beginning of this kind much may grow. It is not until his children begin to be men and women that the father meets his real problems. Preparing for these should be his constant thought.

There is nothing like companionship to knit close the differing tastes and years of father and child, and to bind them together with an indissoluble bond of love. By sharing the tiny pleasures of childhood he builds a very fair foundation for sharing the problems, perplexities, and sorrows that later on are sure to come to both.

Some fathers hold that their position as judge and arbiter in the home circle deprives them of the confidence of the children; that because they must mete out the punishment, they are feared rather than loved. This should not be the case. The father must of necessity correct and chastise, but if he is careful never to reopen the wound once it is closed; to punish but never

to speak after the incident is over; to forgive and forget as soon as the fault is atoned; there should be no bitterness carried on from day to day, and the father in his attitude of dispassionate judge should demand rather an added respect and love. But the father must be self-controlled before he attempts to control his children. A sincere rebuke given without anger, and with the earnest desire to benefit at the heart of the speaker, will never bring anything but obedience and love, even from the most stubborn of children.

Sympathy is a gift. We are born with it or without it as the case may be, but it can be cultivated from a very small beginning, and no father, however wrapped up in his work, or cold and dispassionate toward the people in this busy world of ours, should allow the possibility of sympathy between himself and his children to be cut off without making a hard fight.

Children cannot believe that anything which rouses their own enthusiasm could possibly fail to interest those whom they love. We older ones become so used to lack of sympathy in our pursuits that we can hardly appreciate the passionate eagerness and imagination of little children, and the desperate need they have of

some one to understand. We must try to live life over again with them, and be quick with our "oh list" when the angel speaks, for the angel will be the heart of a little child, turning to us for sympathy, and the angel does not speak twice where there is no one to listen.

"I'll tell your father if you don't stop." These words may often spring to the lips of the mother in her tried moments; none can be worse for her to utter. The father should not be held up as an instrument of torture to his children, nor should he ever be called upon to inflict punishment for offenses not committed under his eye. The mother should be as wise, as tolerant, and as able in the matter of controlling her children, as the father himself; and in these days of mental rather than physical punishment, there is no excuse for the unlovely habit of holding him up as an object of terror before his little ones.

Discussion between husband and wife regarding the problems of each child's development is most helpful, but it should not take place before the children. An understanding as to what is best to do should be arrived at together, and carried out by both whenever the occasion arrives. In homes where father and mother pull different ways, and give con-

flicting orders, all discipline vanishes, and there can be no unity. If doubt arises at a critical moment the father should be called upon to decide, and his influence and power in the home always held predominant.

A good father's love and understanding has been the force that has shaped many a character for noble ends, and he should accept his responsibilities as the greatest opportunity life can offer him, for influence, power and success.

Be truthful

One of the principal duties of a parent to his child is the duty of absolute truthfulness. No father or mother, under whatever circumstances, can ever find justification for the slightest deviation from the truth. Indeed it is beholden to parents to "set a watch before their mouths, and to keep the door of their lips."

To promise a believing little child something impossible of fulfillment is a sin. To exaggerate, state falsely, unduly emphasize, speak deliberately what is not true for whatever ends, are faults that may destroy the character of the child, wholly innocent as he is by nature of deception.

Tell the absolute truth to your children, and the time will come when for your return you will see in their eyes that clear, steadfast look of honesty that will cause them to take their places in life worthy of dependence, able to receive the confidence of their friends, and to influence their environment for good.

CHAPTER XI

EDUCATION

The child who for the first time climbs the steps of a school-house with his satchel of brand new books under his arm goes there with his faculties dormant. To awaken those faculties is the great object of education. The mind should be invigorated, strengthened, prepared for education, not only to receive but to seek. To make a child *want to know* is the supreme reason for education. Supplying facts is altogether secondary. Knowledge, as it is handed out in all large schools, cut and dried, and in the same form, regardless of the child's natural bent or individuality, may more than likely be quite forgotten as time passes; but enthusiasm once aroused, and perceptivity quickened, the child takes his first step toward the highest form of learning — self-education. To tap the rock of indifference and allow the spring of living waters to flow in the awakened mind, is the genius of all great teachers. The most entirely desirable gift with which a

master can dismiss his pupil on the graduation day is not by any means a brain filled with dates, or a memory stacked with isolated bits of book-learning; but a thirst for knowledge in an eager, trained and receptive mind. Plato expresses the beautiful thought that education is to comprehend not only the whole of this life, but it is to be the preparation for another life, which we shall enter even as little children, there to begin our education afresh.

Kindergarten

Although many children are sent to school long before they are eight years old, it is not until this age is reached that the real education of a child may be said to begin. Whatever children learn before their eighth year is picked up in a more or less cursory manner, and cannot be said to contribute to the ground work of their education proper. What schooling they do have usually comes to them in the form of kindergarten.

There is much to be said for and against kindergarten. The mother who cannot afford to keep a nurse, and whose babies are in constant danger while she endeavors to accomplish the necessary work of the day, finds it a priceless boon. She knows that her children

are safe, overlooked, and living in a room that is clean and sanitary. The most useful side of kindergarten is probably this — that many babies who would receive no care at all at home during the morning hours, are treated scientifically and hygienically by trained hands and under government inspection.

But there is another side to the picture. Many little children are totally unfit to acquire anything before they are seven or eight years old. Their nerves may be unstrung, and their health affected in a very subtle manner by ever so slight a strain upon their minds. Doctors point to the age of seven as a critical age in the history of the child's physical development. Before this year is safely passed it is surely dangerous for a child to leave home early in the morning in all kinds of weather. Furthermore, when he reaches the class room he will be treated as one of many, and there will be no one at hand to notice an overheated face, a droop at the corners of the mouth, or a weary sigh over the blocks that will not come together into the proper figure. Only the eye of love is on the alert to see these things.

Kindergarten is necessary only when the home is incapable of giving to the child the

advantages and oversight he needs until he reaches his eighth year.

The ideal life for the child up to that age, is a life of occupation, exercise, and constant training; all with a view toward preparing him for his first school year. A healthy, normal existence, much in the open air, and much with those who love him and are trying to train him in the discipline of life, is best for any child. He need be little troubled with books or figures. When the times comes he will be all the better able to cope with such tasks, because he brings with him to the struggle none of the ailments and infirmities of precocity.

Precocity

Precocity is a most unenviable characteristic to find in a little child. In most cases a precocious child fails to develop with the same regularity with which slower children unfold, and he is usually found below the standard when the final school competitions arrive. Bishop Hall writes, "I never dared hope much from these great beginnings of intellect and memory, which are nevertheless so much admired in children. I know well that a child must first come to his strength, and if those things which are proper to a later age show

themselves earlier, he is not the better for it." It is a safe rule for parents to adopt, never to allow their children to "show off." Progress in school, verses learned, or advances made in music, should be sympathetically appreciated at home, but as a rule the child who has tricks, and whose mother is continually forcing him to the piano, or begging him to recite pieces of classical poetry to which he is entirely unequal, makes herself and her child alike unwelcome. That shrewd observer and commentator upon human nature, Dr. Johnson, was always most indignant at mothers who bring their children forward in this manner. When asked once if he would like to hear two little girls recite Gray's *Elegy* alternately, verse by verse, he answered, "No, let them both recite it at once, and then the noise will be sooner over."

Do not let me for one moment confound the precocity common to all children whose minds are being forced at home or at school, with the budding of genius, which looks out from a child's face even in the cradle, and which is a thing quite apart, priceless, and entirely beyond the control of parents or teachers. Thomas Arnold, of Rugby, was given at the age of three a set of Smollett's historical works as a prize, so accurately could he describe the

acts of England's kings. Ruskin, also at the age of three, began his life of contest with things as he found them, by appealing to an imaginary congregation, saying: "Be dood, people, be dood." We all know the story of little Mozart, playing charmingly at the age of four, and composing before he reached his sixth year. But these interesting stories of great minds in their infancy, bear the distinct marks of genius, which, being divine, knows no law. For the majority of children, it is safe to say that the methodical, earnest plodder is the one who is most likely to succeed, and that precocity should be discouraged in every case and looked upon as a menace to the child's future health — both mental and physical.

Taking the child's inherited tendencies into consideration, as well as the increased demands upon his vitality, we find that the best preparation for life is a care-free youth, and at the age of eight, or nine, regular occupation at the best school the parents can afford. Long before his eighth year, however, the child's mind has begun to operate, and the mother must realize the importance of her position, as the first to drop into the little brain seeds that will be immortal. The beginning of any work is of the utmost importance, and the time to give impres-

sions in the right direction is when the child's sensibilities are tender.

Individuality in the child

In this new kingdom, the life of their child, the parents soon begin to realize that there is a portion over which their right as governing power fails to prove efficient. The child belongs to the parent, and the parent is responsible for the actions of the child. There is, however, a vast field of thought, instinct and endeavor in the mind of the developing child, that is very little influenced by the fact that it belongs to anyone. It is this priceless quality of individuality that makes the child worth anything to the world, and it is just this quality that the average parent so often overlooks. Even if the child's whole life is bounded by "thou shalt" and "thou shalt not," there is yet belonging to him an invisible world — his personal world — and it is here that rules fail and the egotism of parenthood is overthrown. This personal world belongs strictly to the child himself. It is his gift from God, the stamp of individual life upon his soul that makes him different from all other souls. It is in trying to force and control this side of the child, that thoughtless parents bestow so much mistaken

effort. Blind to the child's rights over himself, they inflict misery by trying to plant their own full blown views in the place of those tender shoots of distinct and individual life which are the child's very own, his most precious quality of individuality. It is upon just this part of the child — spiritual, and intangible, and in no way belonging to the parents — that the enduring and immortal structure of his life will rest.

Every child has the right to individual development, no matter how contrary to the parental desire that development may be. Personality cannot be destroyed. Repression of the child's inner life is usually followed by dangerous perversions — spiritual and moral. The fact that the child belongs in so many ways to the parents and is under their control in all the details of his life should not lessen the respect with which his individuality is viewed by them.

To help the child to build his own character — not to build it for him — is the end that they should have in view.

It is necessary, though, that this sympathy and respect for the rights of personality, should go hand in hand with a careful and complete authority in practical things. Other-

wise the sympathy will degenerate into weakness, and the respect evaporate into a careless form. It is impossible for the child to develop unless he has learned to obey.

Obedience in all the details of life — liberty of soul and thought — that is the ideal condition to find between parent and child. Liberty that is stimulated by spoken sympathy; obedience that is demanded as a parental right.

The little child is entirely unfitted to claim his own rights. If he is sensitive he will suffer greatly before he gains control of his individual powers, and learns to use the natural gifts of defense and attack with which as a human being he was endowed at birth. Between the sensitive spirit of the child, and the pushing arrogance of older minds, there is unfortunately no barrier. There is no gift to the child like the gift of a sheltered life, a place in which to grow normally. By providing such surroundings for him the parents will be doing their best toward starting him along the path of right development. To give him space in which to grow — that is the secret. Efforts to rule his inner self; efforts to force the well-seasoned opinions of middle age upon his unprepared soul; efforts to form too quickly his inexperience — only destroy the beauty of his

youth. The child's inner self does not belong to the parent in the same sense as does the material living of his daily life. A child who is dominated by his parents is little else than a grace-note to their chord.

The child, unless especially gifted, cannot control the circumstances under which his life develops. It is for the parents, then, to study the question of his rights, to decide what belongs to him, and what through him, is rightly under their control.

To order the daily life of the child, and to have authority therein, and in deeper things to influence and guide — this is all the parents can undertake to accomplish, with safety to their child's inner life. There will remain, after all this is done, a spiritual kingdom outside of their command — a personality away from their authority. This is the child's inner self, and it in no way belongs to them.

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